DOCUMENT RESUME

ED 260 236	CE 042 217

AUTHOR	McKinney, Lorella A.
TITLE	Extending Horizons: Inservice Guide for Preparing School-Community Teams.
INSTITUTION	Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE	85
NOTE	205p.; For related documents, see CE 042 218-223.
AVAILABLE FROM	National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Not available separately; set of seven documents, RD257--$30.00).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Behavioral Objectives; *Disabilities; *Education Work Relationship; Individualized Education Programs; Individualized Programs; *Inservice Education; Instructional Materials; *Job Placement; Postsecondary Education; Resource Staff; School Community Relationship; Secondary Education; *Social Support Groups; Special Education; *Team Training; Vocational Education
IDENTIFIERS	Individualized Employment Programs; *Support Services

ABSTRACT

This inservice guide and six companion documents comprise a series developed for assisting disabled persons in their transition from secondary and postsecondary vocational education to work. The model is designed to prepare support teams of school-community persons. This guide is intended for use by the field coordinator, administrator, and/or any other designee of the school-community site with responsibility for coordinating resource persons for supporting handicapped individuals in transition. It provides planning resources for conducting the preparation experiences for the support teams. Section 1 describes the inservice model and addresses the administrator and field coordinator roles in preparing the school-community liaison; the organization, procedures, and guidelines needed to identify those persons to be involved in the inservice experiences; and the youth to be supported. Plans for six inservice sessions follow. The following kinds of information are included for each session: session overview (time required, space requirements, purpose, objectives, content, resource requirements, activities), planning directions, content, resource information and related services, session description and plan, optional approaches, and masters. Session topics are orientation, expectations for employment, legislation and awareness, individualized education program development, employment service agencies, and job interview. A final section contains suggestions for mini-workshops. (YLB)

BEST COPY AVAILABLE

ED260236

EXTENDING HORIZONS: INSERVICE GUIDE FOR PREPARING SCHOOL-COMMUNITY TEAMS

Lorella A. McKinney

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

CE042217

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

1985

THE NATIONAL CENTER MISSION STATEMENT

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

For further information contact:

Program Information Office
National Center for Research
in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210-1090

Telephone: (614) 486-3655 or (800) 848-4815
Cable: CTVOCEDOSU/Columbus, Ohio
Telex: 8104821894

The work presented herein was performed by the National Center for Research in Vocational Education pursuant to a grant with the U.S. Department of Education, Office of Special Education and Rehabilitative Services. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy.

Copyright ©1985. All rights reserved.

The National Center supports the broad and free use of materials developed with public monies. Permission is granted to reproduce copies or cite the contents herein for educational purposes as long as the form immediately preceding the back cover is completed and submitted to the publisher.

TABLE OF CONTENTS

Page

LIST OF FIGURES v

FOREWORD vii

MODEL OVERVIEW 1

MODEL MANAGEMENT AND IMPLEMENTATION 5

INSERVICE SESSIONS

1. ORIENTATION TO THE TRANSITION MODEL 29

2. EXPECTATIONS FOR EMPLOYMENT: STUDENT, EMPLOYER, AND EMPLOYEE PERSPECTIVES 57

3. LEGISLATION AND AWARENESS 73

4. ORIENTING SUPPORT TEAMS FOR IEP DEVELOPMENT 111

5. LEARNING ABOUT EMPLOYMENT SERVICE AGENCIES 139

6. JOB INTERVIEW DEMONSTRATION AND PRACTICE 159

MINI-WORKSHOPS 177

LIST OF FIGURES

Page
1. Secondary/postsecondary transition model 2
2. Modes of inservice delivery 3
3. Flow chart of planning/implementation procedures 27
4. School-community collaborative 33
5. School-community support team resource options 35
6. Characteristics/differences of individuals 76

FOREWORD

The *Extending Horizons* series is developed specifically for assisting disabled persons in their transition from secondary and postsecondary vocational education to work. Because the transition from education to work is difficult for all students and particularly for many handicapped individuals, this model is designed to prepare teams of school-community persons to provide continuing support for handicapped students/employees in that transition.

The support teams are patterned after the individualized education program (IEP) annual conference requirement of The Education for All Handicapped Children Act. The Extending Horizons model, however, builds upon and extends the IEP concept for this transitional process which may occur anytime. This IEP concept denotes both the individualized education program (IEP) and the individualized employment program (IEP). The program planned and implemented depends upon which stage of an individual's career one finds oneself at any given time; i.e., whether developing or implementing the program to meet educational or employment needs of the individual.

Extending Horizons: Inservice Guide for Preparing School-Community Teams is designed to provide the planning, many resources, and the organization for preparing school and community persons with information, knowledge, understanding, awareness, and sensitivity essential to meet the needs and expectations of disabled persons. This guide provides specific planning resources for conducting the preparation experiences for the school-community support teams and the students whom each team supports. Consumers of this guide include the field coordinator, the administrator, and/or any other designee of the school-community site whose responsibility it is to coordinate resource persons for supporting handicapped individuals in transition.

The *Extending Horizons* series also includes six companion documents, each targeted to specific individuals involved in the transition of handicapped youth from education to work:

- *Extending Horizons: Roles of School-Community Support Groups*
- *Extending Horizons: Student Paths to Employment*
- *Extending Horizons: IEP Planning*
- *Extending Horizons: Family and Friends*
- *Extending Horizons: Employers as Partners*
- *Extending Horizons: School and Community Persons*

The National Center is indebted to many individuals for their contributions to the preparation of this resource. Special recognition is given to Dr. Lorella A. McKinney, project director, for her conceptualization of this timely model and her leadership in carrying out this scope of work. Sincere thanks are extended to the National Center staff members who contributed to this effort as

appropriate; namely, Dr. Dorothy Jansma, Margaretha Vreeburg, Dr. Nancy Lust, Catherine West, Richard Travis, and Rodney Spain. This document could not have been prepared in final form without the able assistance of Carolyn Burton, Deborah Black, Ann Hughes Mary LaBelle, and Jeanne Thomas. Final editing of the report was directed by Sharon Fain of the National Center editorial staff.

Persons acknowledged for their review of this product and their invaluable counsel to staff authors include Dr. Lucille Thrane, associate director of the National Center's Development Division; Dr. Charles Kokaska of California State University, Long Beach, California; and Dr. Jessie Roderick of the University of Maryland, College Park, Maryland, external reviewers; and the Local Steering Committee and the State Advisory Committee of the model. Special appreciation is extended to Dr. George Hagerty and Dr. Sandra Hazen, project officers of the U.S. Department of Education, for their encouragement and wise counsel during the project.

Appreciation is also extended to the developmental and field test site administrators, school liaison personnel, their samples of students, and the 240 school-community support persons who contributed significantly to the students and to this development.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

MODEL OVERVIEW, MANAGEMENT, AND IMPLEMENTATION

Contents

Page

MODEL OVERVIEW 1

- Purpose 1
- Target Audiences 1
- Components 1
- Practicum Experiences 3
- Support Team Composition 4

MODEL MANAGEMENT AND IMPLEMENTATION 5

- Administrative Commitment 5
- Field Coordinator Selection 5
- School-Community Linkages/Networks 11
- Resource Package Review 18
- Student Identification 18
- Support Team Identification 20
- Inservice Planning and Scheduling 21
- Inservice Session Plans 23
- Companion Documents 26
- Summary 26

MODEL OVERVIEW

Purpose

This inservice model, illustrated in figure 1, is designed to prepare school-community teams to support handicapped youth and adults in their transition from vocational education to work. The model is intended for individuals enrolled in both secondary and postsecondary schools. It is developed for implementation at local level.

Two major foci are inherent in this design for local site use; namely, (1) to assist the student in making a successful transition from school to work through the support of school-community teams, and (2) to individualize the support team membership so that team expertise embraces the areas of need identified for the handicapped person. Each handicapped person in need of team assistance, therefore, has his or her own support team. The membership of each team differs according to the individual needs of the person who is to receive team assistance.

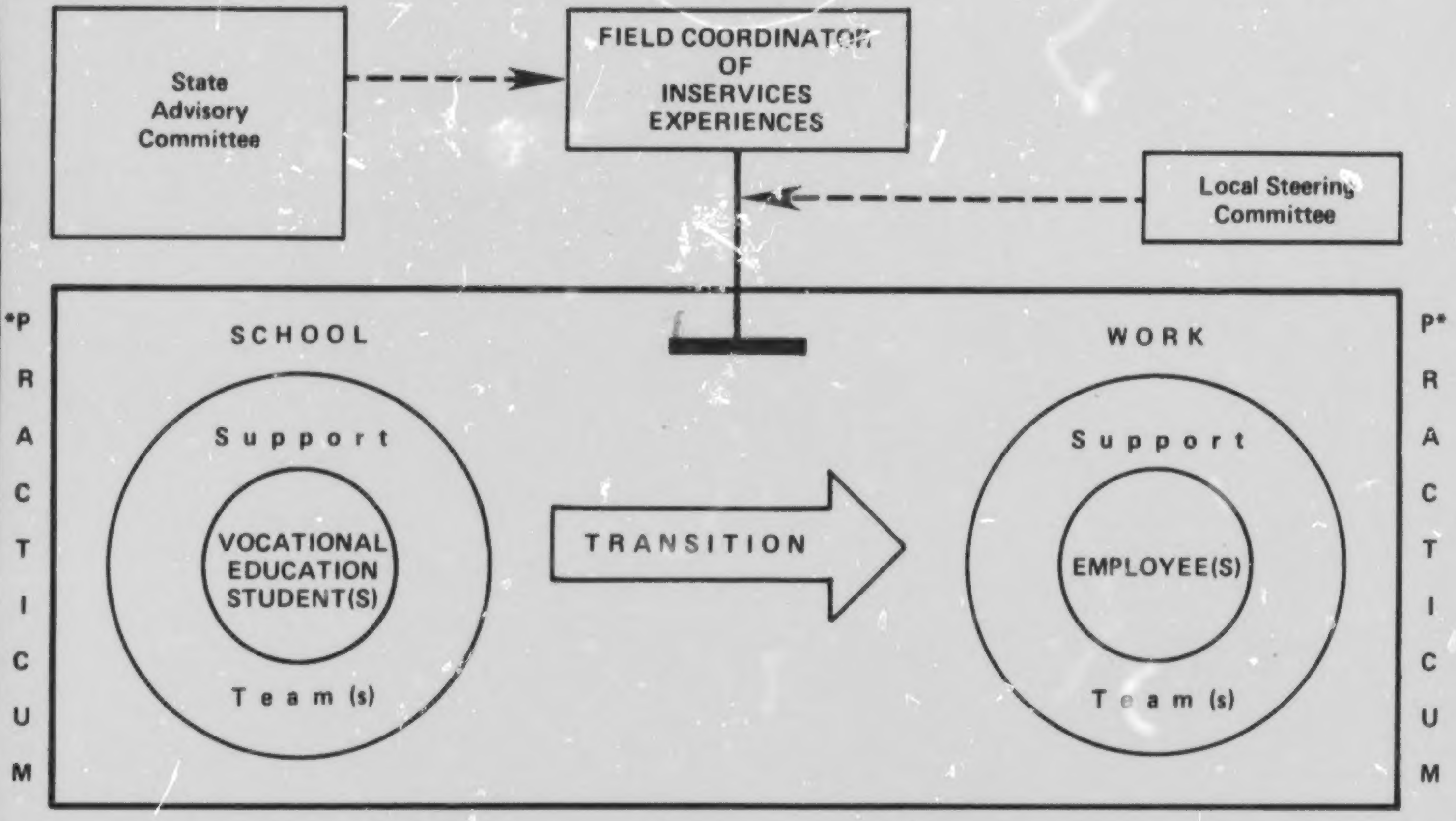
Target Audiences

This inservice guide is intended for use by school faculty, administrative personnel, and/or a field coordinator (leader from school or community) to prepare school-community teams for contributing to the successful transition of handicapped vocational education students from school to work. This transition model should prove quite useful to both public and private school and community agencies involved with the provision of supportive services to handicapped persons. Many of the materials accompanying the model (see titles on inside of back cover) will be useful to employers and union representatives in improving their personal and working relationships with and treatment of handicapped individuals.

Components

Major components of the model include the following:

- **Handicapped students**
  - -enrolled in secondary or postsecondary vocational education program(s)
  - -needing supportive services
- **School-community support teams**—one team for each selected handicapped student
- **Inservice practicum** for selected students and support teams during transition period


State Advisory Committee
FIELD COORDINATOR OF INSERVICES EXPERIENCES
Local Steering Committee
*PRACTICUM
SCHOOL
Support
VOCATIONAL EDUCATION STUDENT(S)
Team (s)
TRANSITION
WORK
Support
EMPLOYEE(S)
Team (s)
PRACTICUM*

*The practicum is herein defined as a mode of inservice delivery by which group work conferences or sessions and individualized support team conferences are intended to resolve real problems, issues, concerns, and needs confronting handicapped youth in their transition from vocational education to work.

Figure 1. Secondary/postsecondary transition model

- **Transition period** for inservice and support extending for
  - -12 to 18 months prior to completion of occupational training
  - -12 to 18 months after job placement
- **Field coordinator** to arrange for
  - -coordinated supportive services from school and community resources
  - -planned comprehensive inservice experiences
- **Local steering committee** to plan with and advise the field coordinator
- **State advisory committee** to provide for
  - -field coordinator liaison with appropriate state-level agencies for sharing information and identifying resources
  - -statewide trends and issues information that is shared with field coordinator

Specific details for further understanding of this model design are found in "Inservice Session 1. Orientation to the Inservice Transition Model," pp. 31-36.

Practicum Experiences

Practicum experiences of the model are of three basic types: (1) team meetings including the student; (2) large (total) group inservice sessions addressing topics or concerns common to all model participants; and (3) mini-workshop sessions addressing topics or concerns of some of the model participants. Mini-workshops are designed to meet specific needs identified for *some* team members or *some* handicapped persons. "Specific needs" are those not met in the large group inservice sessions. Mini-workshop attendance is left to the discretion of each individual participant as each views his or her needs.

Meeting the needs of each individual participant is the combined thrust of the practicum experiences. An inventory of the needs of the students and of the support team members provides the data for planning the inservice experiences for the practicum. Planned inservice activities, therefore, follow a sequence as shown in figure 2. It is important to activate team meetings early in the practicum transition experience. Site leadership is encouraged to begin team meetings during or shortly after the orientation to the model and the study of team member roles.

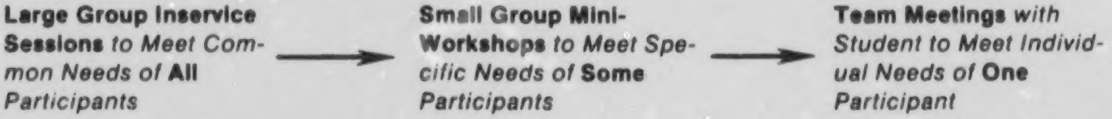

Large Group Inservice Sessions *to Meet Common Needs of* **All** *Participants*
Small Group Mini-Workshops *to Meet Specific Needs of* **Some** *Participants*
Team Meetings *with Student to Meet Individual Needs of* **One** *Participant*

Figure 2. Modes of inservice delivery

Support Team Composition

The support team role in the transition model is an extension of the assistance minimally represented in the individualized education program (IEP) development process—that is, the planning and conference requirements of The Education for All Handicapped Children Act. The extension of the IEP concept includes individualized employment program as well as individualized education program for this model supporting handicapped youth in transition from vocational education to work.

The support team assisting handicapped youth in this model enhances the team concept for the IEP process by expanding the kinds of expertise represented among members of the team, by providing assistance as needed after job placement, and by meeting as frequently as necessary to assist the handicapped student in reaching his or her maximum performance potential. Composition of support teams varies for each person assisted, depending upon the needs, interests, and capabilities of that person. School and community resources from which the handicapped person, school personnel, and the field coordinator may select support team members are as follows:

- Parents, guardian, spouse
- Teachers (vocational education, special education, general education)
- Rehabilitation services counselors
- Close friend
- Community agency representative(s) from agencies such as centers for the deaf; crippled children's services; associations for cerebral palsy, epilepsy, multiple sclerosis; centers for blindness; Lion's Club; YMCA; YWCA; United Way
- Guidance counselors
- Union representatives
- Employer
- Disabled employee in the area of student's preparation

The preceding is a basic overview of the model. Further details of the model and procedures for implementing the model follow.

MODEL MANAGEMENT AND IMPLEMENTATION

Administrative Commitment

Experience tells us that a recognition of the need to provide assistance to and support for handicapped youth enrolled in school may occur anytime among persons at school, at home, or in the wider community. Whether a need is recognized initially by a friend, a parent, a rehabilitation counselor, a teacher, a secretary of an advocacy group, or a minister/rabbi/priest is less important than is ensuring that the identified need and the request for assistance are coordinated with and responded to appropriately in the school setting. Whatever the source or identification of need for support, it is recommended that the following be done:

- External requests be referred to the appropriate top level administrator of the educational agency.
- Internal requests be referred to the immediate supervisor; the immediate supervisor will proceed with the request through the appropriate lines of responsibility to the top level administrator.
- Top level administrator(s) makes a commitment/decision to provide

  -the inservice program required for a school-community support team;

  -a school-community local steering committee;

  -a field coordinator to

    a. coordinate school-community support linkages;

    b. plan and conduct the inservice program for school-community support persons; and

    c. facilitate planning and implementation of IEPs.

  -ongoing evaluation of results of support services

  -leadership for continuing follow-through support for youth on the job.

It is the administrative commitment outlined above which holds the key to successful implementation of support team resources. Similar commitment demonstrated at every other level is equally important to realize successful school-community support. It is the administrator who gives leadership to this commitment throughout the organization and the community.

Field Coordinator Selection

Qualifications required for the field coordinator position are written and established through administrative decision and approval. A number of procedural options are available to the administrator regarding the development of stated qualifications and criteria for selecting a person for the position.

Possible Choices

Procedural choices available to the administrator include approaches, such as

- utilizing the local steering committee by

  -convening the steering committee to appoint a personnel task force to

  a. work cooperatively with the administrator or a staff member designated by the administrator;

  b. develop suggested qualification requirements for the field coordinator position (see Sample Requirements for Field Coordinator Position p. 6);

  c. write a position description (see Sample Position Description pp. 7-8);

  d. prepare a position description for advertising purposes (see Sample Position Announcement p. 9);

  -receiving its feedback review of the task force/administrator preparations;

- appointing a qualified person to the position through regular school personnel policy procedures (the administrator may write the job description and other related materials and have the director of personnel handle advertising, recruitment, etc.);

- requiring the director of vocational education, the director of inservice education, and the director of special education to develop qualification requirements; a position description; and a description for advertising; and

- having the director of vocational education to conduct the search for a qualified field coordinator to be approved by the administrator.

SAMPLE REQUIREMENTS FOR FIELD COORDINATOR POSITION

A person is sought with the following qualifications:

Required - M.A. degree

- Training and experience in special education

- Evidence of skills and experience in working with people in areas of teaching, supervision, and/or administration

- Evidence of knowledge, training, and/or experience in vocational education

Desired - Certification in special education

- Evidence of knowledge, training, and/or experience in rehabilitation services

- Evidence of application of coordination/organizational skills to work with diverse groups (e.g., school personnel; rehabilitation services personnel; business/industry/labor representatives; handicapped individuals and their parents, guardians, or spouses; union representatives; and other community agency representatives as appropriate)

SAMPLE POSITION DESCRIPTION

Position Title: ____________

Division: ____________

Employee's Name: ____________

Supervisor: ____________

Name: ____________

Title: ____________

Basic Functions: 50% time, as Field Coordinator to establish school-community support linkages as well as support team for handicapped youth; conduct inservice experiences for supportive school-community personnel; and plan for the inservice experiences by utilizing the package of model inservice materials.

Responsibilities:

1. Ensuring comprehensive involvement of local, key resource people in the field
2. Providing coordination of follow-through resource support for handicapped students from education into work (12 to 18 months prior to leaving education and through 12 to 18 months of employment)
3. Directing an inservice practicum implemented cooperatively by support personnel and secondary and postsecondary handicapped students
4. Involving handicapped students in the practicum inservice experiences
5. Demonstrating coordination of school-community linkages to support handicapped youth in transition from vocational education to work
6. Supervising field work of school personnel; handicapped students; parents; guardians; spouses; business/industry/labor representatives; and other community agency representatives as appropriate

---

Performance Indicators:

1. Ability to coordinate/supervise field personnel including school personnel; community agency; business/industry/labor representatives; and guardians, parents, and spouses in the practicum setting for inservice education
2. Ability to deliver quality products
3. Ability to teach, supervise, and organize

SAMPLE POSITION DESCRIPTION—continued

4. Ability to plan and implement
5. Ability to communicate orally and in writing

Relationships:

Interfacing, interacting, and linking with others including model staff, students, teachers, administrators, counselors, business/industry/labor representatives, parents, guardians, spouses, and other community agency and organization representatives as appropriate.

Qualifications Required:

M.A. degree
Training/experience in special education and knowledge/training/experience in vocational education and/or rehabilitation services
Certification in special education
Good oral/written communication skills
Supervisory training or experiences
Leadership/orchestration (ability to coordinate and interface) skills

Comments:

Signatures:

1. ____________________ **Immediate Supervisor**
2. ____________________ **Intermediate Supervisor**
3. ____________________ **Director/Dean/Administrator**
4. ____________________ **Personnel Services Director**

SAMPLE POSITION ANNOUNCEMENT

Position Title: Program Associate/Field Coordinator

Level: Unclassified Professional Staff

Basic Functions: 50% time, Field Coordinator for the planning and implementation required for coordination of field work with school personnel; handicapped students and their parents, guardian, or spouses; and business/industry/labor representatives. Field work includes conducting ongoing practicum of inservice experiences for handicapped students and their supportive education/work personnel.

Specific Responsibilities: Plan/select inservice practicum experiences for supportive services personnel to assist handicapped students enrolled in secondary and postsecondary vocational education programs. Ensure comprehensive involvement of local, key resource persons in the field and supervise field work. Communicate orally and in writing with handicapped youth and adults, professional educators, and community representatives.

Qualifications Required:

M.A. degree
Training/experience in special education, and knowledge/training/experience in vocational education and/or rehabilitation services
Certification in special education
Good communication skills (oral and written)
Supervisory training or experiences
Leadership/orchestration skills

Salary Range: **Closing Date:**

Applications: Interested individuals should

1. Send a letter indicating their interest and a copy of their professional resume
2. Refer to position no. _____
3. Send to: Mr. John Doe
   Administrative Associate
   Northeast Franklin School District
   Corner of Spring and High Streets
   Columbus, Ohio 43219

We are an Equal Opportunity/Affirmative Action Employer. Women and minorities are encouraged to apply.

Because the field coordinator role should continue throughout the youth transition period of 12 to 18 months before completion of the vocational education program and 12 to 18 months after the start of employment, the administrator may select for the position search the planning approach which involves both school and community representatives.

Applicant Sources

As long as the field coordinator can freely coordinate the school-community support teams, regardless of whether the youth is in school or is working, the source of the coordinator does not matter. Circumstances at each school-community site where the field coordinator position is created provide clues for the administrator to determine the selection source appropriate for that setting.

Choices available to the administrator in filling the field coordinator position with a qualified person may include sources such as the

- school district
- community at large
- employer arena

The primary criterion for selection of the coordinator is excellent qualifications. If the source of the field coordinator should also be perceived as politically related, the political implications may be offset through early involvement of all the school-community factions in the search process for a qualified field coordinator.

Selection Process

During the screening and ranking of applications, the interviewing of selected applicants, and the evaluating or rating of them, the administrator should involve the cadre of school-community leaders who will give continuing support to the field coordinator role throughout the youths' transition period from education to work. Suggested types of persons or groups needed to assist in the selection process include

- school persons (e.g., teacher, a handicapped adult, dean, department head, student, principal, guidance counselor, therapist, nurse);
- employment persons (e.g., personnel manager, supervisor, handicapped worker, supervisor or executive in charge of rehabilitation);
- community service agencies (e.g., Easter Seal Society, United Way, Epilepsy Association, Muscular Dystrophy Association, Cerebral Palsy Association);
- unions and professional/business/industry organizations (e.g., AFL/CIO groups, the American Management Association, Chamber of Commerce, the National Association of Business);

- government agencies (e.g., Governor's Committee for Employment of the Handicapped, Bureau of Employment Services, Rehabilitation Services, Office of Civil Rights, civil service, division of transportation, department of health, industrial commission);

- other community persons (e.g., parents, guardian, spouse, minister, rabbi, priest, handicapped nontraditional employee, entrepreneur, apprentice).

If the local steering committee has already been involved early in the search process, the administrator will likely choose to continue with that group's involvement in selection activities. It is important that the administrator anticipate the possible problematic areas of that setting and include those school-community leaders who will be of assistance and support in resolving issues and problems.

School-Community Linkages/Networks

A primary goal of the field coordinator is to build a broadly-based and continuing network of school-community linkages. These linkages are essential to providing the appropriate expertise for each handicapped individual requiring support. The point at which the field coordinator begins and the administrator facilitates and lends support to this process is determined by administrative decision. Important information-gathering steps are requisite to planning for and building these linkages. There is a need to

- identify school-community leaders in the anticipated areas of support needed by handicapped youth;

- review and identify the vocational education enrollments and locations of handicapped youth in the district;

- review with school staff the status of existing support provided and of support needed;

- conduct a student needs inventory with the identified students needing support (see Sample Student Needs Inventory pp. 12-13);

- select support team members for individual students, based upon student needs identified via the needs inventory;

- conduct a support team member needs inventory with the selected support team members (see Sample Support Team Member Needs Inventory pp. 14-15);

- identify state advisory committee members based upon established criteria for selection (see Sample Selection Criteria for State Advisory Committee, p. 16; also, see the section "Extending the Model" in *Extending Horizons: Roles of School-Community Support Groups*); and

- identify local steering committee members based upon established criteria for selection (see Sample Selection Criteria for Local Steering Committee, p. 17; also, see the section "Extending the Model" in *Extending Horizons: Roles of School-Community Support Groups*).

SAMPLE STUDENT NEEDS INVENTORY

Secondary Student ☐
Postsecondary Student ☐

I. In order to plan future inservice sessions that meet your needs, please complete the following by circling the amount or degree of interest that you have in the specific topics.

INTEREST				JOB SEARCH SKILLS
No	Little	Strong	Very Strong	Finding possible jobs and careers
No	Little	Strong	Very Strong	Finding what I like to do
No	Little	Strong	Very Strong	Locating and selecting a job
No	Little	Strong	Very Strong	Applying for a job
No	Little	Strong	Very Strong	Interviewing for a job
No	Little	Strong	Very Strong	Making decisions
No	Little	Strong	Very Strong	Surviving on the job

INTEREST				ADAPTING THE WORK SITE
No	Little	Strong	Very Strong	Changing the equipment and machines
No	Little	Strong	Very Strong	Changing the requirements of the job

INTEREST				INDEPENDENT LIVING SKILLS
No	Little	Strong	Very Strong	Managing personal and family finances (taxes, rent, budgets)
No	Little	Strong	Very Strong	Selecting, managing, and maintaining a home/apartment
No	Little	Strong	Very Strong	Caring for personal needs (dressing, grooming, health)
No	Little	Strong	Very Strong	Buying food and clothing
No	Little	Strong	Very Strong	Finding recreational activities
No	Little	Strong	Very Strong	Driving or finding transportation
No	Little	Strong	Very Strong	Getting around in the community

INTEREST				PERSONAL SOCIAL SKILLS
No	Little	Strong	Very Strong	Feeling good about myself
No	Little	Strong	Very Strong	Becoming responsible for my own behavior
No	Little	Strong	Very Strong	Being a good citizen — (taxes, etc.)
No	Little	Strong	Very Strong	Learning how to get along with others
No	Little	Strong	Very Strong	Learning how to solve problems
No	Little	Strong	Very Strong	Learning how to be independent

INTEREST				LEGISLATION
No	Little	Strong	Very Strong	Knowing my rights as a student
No	Little	Strong	Very Strong	Knowing my rights as an employee

INTEREST				FINANCIAL RESOURCES
No	Little	Strong	Very Strong	Getting money to finance my schooling
No	Little	Strong	Very Strong	Getting money to purchase special equipment
No	Little	Strong	Very Strong	Finding money to start my own business

SAMPLE STUDENT NEEDS INVENTORY—continued

II. Of all the interests which you have rated in I, list the four (4) which you feel are most important:

(1) ______________________________

(2) ______________________________

(3) ______________________________

(4) ______________________________

III. Please list any *other* topics about which you would like information:

(1) ______________________________

(2) ______________________________

IV. What kind of work do you want to do after you graduate?

(1) ______________ (2) ______________

Have you made any contacts with employers in these areas?

Yes____ No____

If *Yes*, please describe:

Employer **Address**

____

V. Please list previous work experience (volunteer and/or paid).

Employer **Address** **Job Duties**

(1) ______________________________

____

____

(2) ______________________________

____

____

Your responses to these questions will be very helpful in planning with you throughout the year.

SAMPLE SUPPORT TEAM MEMBER NEEDS INVENTORY

In order to assist our students effectively in their transition from school to work, it is important that support team persons have the necessary skills to provide needed assistance. Please place an "X" in the appropriate boxes below to indicate the degree of training you believe you need to gain skill in providing assistance to your student(s) in each of the following areas.

TRAINING NEEDED			AREAS
None	Some	Much	Job Search Skills
☐	☐	☐	Helping students explore possible jobs/careers
☐	☐	☐	Helping students identify their abilities, interests, and skills
☐	☐	☐	Helping students locate and select a job
☐	☐	☐	Helping students apply for a job
☐	☐	☐	Helping students interview for a job
☐	☐	☐	Helping students develop decision making skills
☐	☐	☐	Other (specify) ____________________

None	Some	Much	Adapting the Work Site
☐	☐	☐	Modifying equipment to assist students on the job
☐	☐	☐	Restructuring job descriptions
☐	☐	☐	Gaining knowledge of how employers adapt the work site to accommodate employees
☐	☐	☐	Other (specify) ____________________

None	Some	Much	Independent Living Skills
☐	☐	☐	Helping students manage personal and family finances
☐	☐	☐	Helping students find recreational activities
☐	☐	☐	Helping students to drive and/or find transportation
☐	☐	☐	Helping students to get around in the community
☐	☐	☐	Other (specify) ____________________

SAMPLE SUPPORT TEAM MEMBER NEEDS INVENTORY—continued

TRAINING NEEDED			AREAS
None	Some	Much	Personal-Social Skills
☐	☐	☐	Helping students acquire self-confidence
☐	☐	☐	Helping students solve problems
☐	☐	☐	Other (specify)______________________________

None	Some	Much	Legal Rights
☐	☐	☐	Knowing the legal rights of students
☐	☐	☐	Knowing the legal rights of employees
☐	☐	☐	Other (specify) ____________________________

None	Some	Much	Financial Resources
☐	☐	☐	Helping students secure money to continue their schooling
☐	☐	☐	Helping students secure money to purchase specialized equipment
☐	☐	☐	Helping students secure financing to start a business
☐	☐	☐	Other (specify) ____________________________

Below is a list of possible strategies for providing training for you to help gain competence in the areas previously described. Please indicate which kinds of strategies you prefer for inservice sessions by placing an "X" in front of the strategies of your choice.

___ Films
___ Panel discussion (i.e., employers, employees, students, school personnel)
___ Lecture/discussion (e.g., a lawyer lectures about legal rights)
___ Small group discussion
___ Large group discussion
___ On-site observation (e.g., visits to work sites)
___ Simulation activities (e.g., job interview practice sessions)
___ Read books/articles about a topic
___ Other (specify) ____

Please mark an "X" as appropriate:

☐Teacher ☐Counselor ☐Administrator ☐Employer ☐Parent
☐Spouse ☐Rehabilitation Services Personnel ☐Community Agency Personnel
☐Other (specify) ____

SAMPLE SELECTION CRITERIA FOR STATE ADVISORY COMMITTEE

The purpose of the State Advisory Committee is to accomplish at the state level what the local steering committee does at the site level—i.e., to participate in inservice preparation sessions at established sites and to provide technical assistance to other states when new sites are established. Members will also be involved in the selection of the future sites in the same state and in the dissemination/utilization of the model/materials. The types of individuals to be included on the state advisory committee should be representative of the persons listed below.

1. Employer(s) of handicapped (from large industries and small businesses)
2. Handicapped employee(s)
3. Parent/guardian/spouse of handicapped person(s)
4. Rehabilitation services personnel
5. Community agency representatives at state level
6. Labor representative(s)
7. State department of education representatives (from special education and vocational education)
8. Professional/advisory organization representative(s)

The primary expertise to be tapped is the following:

1. Knowledge of handicapped workers and the job market—preferably statewide (from employer and/or employee perspective)
2. Special/vocational education awareness/knowledge in addition to state planning experience
3. Vocational rehabilitation and counseling background/awareness in addition to state-level participation and planning
4. Involvement with statewide union, professional, and advisory groups for handicapped individuals

SAMPLE SELECTION CRITERIA FOR LOCAL STEERING COMMITTEE

The purpose of the Local Steering Committee is to provide community and occupational information that is helpful in arranging for student job placement, assisting with overall program planning, and providing technical assistance to new local steering committees as other sites are established. The types of individuals to be included on the local steering committee should be representative of the following criteria, depending upon the needs and/or constraints of the particular site.

1. Employer of handicapped persons in site area
2. Handicapped employee in site area
3. Parent/spouse/guardian of handicapped person
4. Rehabilitation counselor from the region
5. Representatives from school and college site, including administrators
6. Representative from labor organization—also professional organization
7. Student(s) participating in site school programs
8. Other community agency representative(s)

Expertise sought and to be represented in this group is the following:

1. Knowledge of handicapped workers and the job market—from the employer and employee perspectives
2. Special/vocational education awareness, knowledge, and teaching experience
3. Vocational rehabilitation and counseling preparation and experience

Reference has been previously made to the establishment and involvement of a local steering committee. If a local steering committee has been established by the administrator to assist in the search for the field coordinator, then the coordinator has a key school-community linkage already in place upon which to build. If that group has not already been established, the coordinator should form it as quickly as possible.

Resource Package Review

The field coordinator should review all parts of the inservice package. In doing so, he or she should think about its possible use in the school-community setting. The coordinator should encourage his or her supervisor to be familiar also with the contents of the package and to make suggestions about its effective use. Notes (including both the supervisor's and the coordinator's suggestions) should be made regarding any special considerations needed in using the package resources.

If one or more members of the local steering committee indicates a particular interest in the model or has preparation and/or experience background in the use of resources such as materials, persons, or equipment, the resource package should be shared with these persons. Immediate and continuous involvement of members of the local steering committee includes

- seeking their feedback and suggestions for use of the various parts of the package;
- assisting in the presentation of the model to the
    - -entire local steering committee;
    - -state advisory committee;
    - -other school-community persons enlisted for support of handicapped youth; and/or
    - -several community groups interested in the model and its implementation.

Student Identification

The field coordinator confers with building principals and meets with other school personnel designated by principals (e.g., guidance counselors, vocational education teachers, special education teachers, and department heads). Handicapped youth enrolled in vocational education programs are identified. This identification is done at the beginning of the junior or senior years for high school students, and during the last year of vocational preparation for postsecondary students. Teachers and counselors provide the coordinator with names of students, program information, and many supportive services needs of students.

The field coordinator arranges with each building administrator or department head, the procedures for acquainting students and parents, guardians, or spouses with the model and its purpose. After each building staff has made whatever initial preparation or contact with students and/or parents or guardians it wishes, the field coordinator interviews each student individually to gather preliminary demographic information and the perceived interests, needs, and goals of the student. The intent and purpose of the transition model is explained and students are asked if they are willing to invite their parents, guardians, or spouses to accompany them to a meeting for informing them about the model. The information that the student supplies the field coordinator is recorded.

The field coordinator is likely to meet with varying degrees of enthusiasm for participating in the model program. At this point in time the field coordinator concentrates on providing information about the model and establishing rapport with each student. No student, parent, or guardian should be forced to participate in the model; participation should be voluntary.

In the provision of model information, the field coordinator should show that the model is an extension of the IEP required by law and that the extension enhances opportunities for students by

- supporting them beyond school into placement in the work world;
- providing inservice preparation of support team members;
- expanding the kinds of expertise and assistance available from the support team beyond those minimally represented in IEP development;
- developing and implementing the IEP as both an individualized education program and an individualized employment program.

The field coordinator should also point out that parent, guardian, or spouse commitment to and time for participation in the model are essential to the student/employee receiving full benefits from this support team model.

The coordinator gives as much responsibility as possible on an individual basis to students for informing their parents, guardians, or spouses about the transition model. A very positive approach to be utilized in seeking participation by students and parents, guardians, or spouses is that they have been *selected* to participate. Demonstration of an atmosphere of self worth and dignity should always be integral to the model, whether in individual or group contacts.

Commitment

Getting agreement to participate from students and/or parents, guardians, or spouses varies depending upon existing policies and procedures of the school district and the nature of existing roles of youth and parents, guardians, or spouses in the decision-making process of the educational agency. Official commitment by students to be involved in the model may occur

- in a written consent form with signatures of individuals participating (student, parents, guardian, or spouse);
- by virtue of registering in vocational education programs (if the administration and/or board of education/trustees have adopted the model as integral to the program);
- upon completion of orientation of students and/or parents, guardians, or spouses to the model individually or in groups.

The field coordinator verifies with local administration the specific approach that constitutes official commitment of students and family members to the model.

Additional Assistance

If the numbers of students involved require an amount of time for individual interviews in excess of the amount of time the coordinator has to offer, then the administration needs to make alternative arrangements, such as

- involve guidance counselor(s) in this interview process (the coordinator conducts inservice in relation to the interview process with counselor);
- conduct group interviews of students;
- involve an outside volunteer counselor(s) to assist with interviews (the coordinator conducts inservice in relation to the interview process with volunteer counselor).

Support Team Identification

Preliminary identification of support team members occurs in the individual student interviews described previously in the Student Identification section. In those interviews, students are asked to name

- family members
- close friends
- teachers (former and present)
- agency representatives, such as
    - -rehabilitation counselors
    - -guidance counselors
    - -community agency representatives
    - -occupational, speech, physical, or recreational therapists
    - -employers (part-time, present or past, future)
- anyone else especially preferred by the student

From his or her analysis of the student needs inventory data, the field coordinator makes suggestions to the student regarding specific types of individuals needed on the team. The coordinator and the student share responsibility for identifying additional employer names. Suggestions of employer names should be requested from teachers identified by individual students. The student should also be requested to get suggested employer names from the school counselor and the rehabilitation counselor.

Once the initial team membership has been agreed upon by the field coordinator and each of the students, the student should invite the respective team members to be on the support team. The coordinator contacts by telephone those team members selected that the student does not know or is hesitant to contact. The student should be encouraged to contact as many of the team members as is mutually agreeable. A goal of the model is to provide for independence of youth to the maximum degree possible, and engaging the student in this process is one way of delivering on that goal. The goal can only be achieved by delegating responsibility to the student.

After the team members have been personally contacted to serve on the student team, an official invitation from the field coordinator to attend an orientation-to-the-model session is mailed to each prospective participant. Three objectives are planned for the orientation session:

- To orient prospective support team persons to the model's concepts and materials including team member roles
- To request return of the agreement to serve on a team and attend inservice sessions
- To conduct the support team member needs inventory

Following is a Sample Agreement to Serve Form.

SAMPLE AGREEMENT TO SERVE FORM

I wish (   ) I do not wish (   ) to serve on the student support team of

student name

I agree to attend and participate in as many inservice sessions as possible.

signature date

Inservice Planning and Scheduling

Important guidelines for planning that the field coordinator should be especially cognizant of include

- knowing as much as possible about the school and community in which the model is being implemented;
- being familiar with *Extending Horizons* Series materials/resources;
- establishing rapport with students, school personnel, and school-community leaders;
- involving students; parents, guardians, spouses; vocational education teachers; special educators; other regular teachers; administrators; rehabilitation services personnel; community services agency personnel; employers of private and public sectors; union representatives; and government agency representatives cooperatively in the planning process.

Since the local steering committee is representative of the types of school-community persons outlined above and since it is to be involved cooperatively in the planning process, the field coordinator convenes this committee early in the planning and scheduling stages. Two major objectives are to be achieved at this time with the local steering committee. They are the following:

- Orienting the committee to its role and to the model's concept and materials

- Enlisting input regarding convenient meeting dates (regular times, if possible) for the committee as well as for other participants in the model (see p. 17 for local steering committee responsibilities.

Tentative Schedules

From the suggestions of steering committee members, the coordinator prepares a tentative schedule of meeting times of the local steering committee. The various building administrators are informed that their review of the schedule is needed before further planning meetings can occur. These administrators are provided with a copy of the tentative schedule for planning sessions, a list of local steering committee names, and a form on which to return the administrator response to the tentative planning schedule. Following is a Sample Administrator Approval form.

SAMPLE ADMINISTRATOR APPROVAL FORM

Check Appropriate Box

YES NO

☐ ☐ Tentative schedule for the steering committee planning meetings is approved

☐ ☐ Tentative schedule is approved with the following exceptions:

	Exception	Conflict	Suggested Alternative
1.			
2.			
3.			
4.			

Signature-Administrator

Date

If exceptions are made by administrators, the field coordinator prepares an approved schedule with conflicts and alternative dates listed. The field coordinator then convenes the steering committee or receives feedback from it by mail in order to revise the tentative schedule and approve it. If full approval by administrators is given, then the approved tentative schedule is mailed to members of the local steering committee for their approval.

Final Schedules

A planning session of the local steering committee is then called by the coordinator to prepare a tentative schedule of inservice sessions for the school-community support persons. All committee representatives are asked to bring with them their individual appointment calendars and the master calendar of their organization or agency.

By the time these committee representatives meet, the coordinator has already reviewed the inservice sessions proposed in this document and has prepared a draft list of selected inservice sessions with tentative dates for each. That list is based upon several sources of information:

- Input of steering committee members at their orientation to the model and materials
- Analyses and interpretations of the student needs inventory and the school-community support team member needs inventory
- Suggestions made by school personnel (including the regular inservice coordinator, if such a position exists)

Following review and discussion of the draft list of proposed inservice sessions and suggestions for modification, the committee is asked to participate in scheduling the sessions. Each member checks the respective master calendars to avoid as many conflicts as possible. Modifications of scheduled dates are made based upon steering committee recommendations. The coordinator then shares the revised schedule of inservice sessions with all building administrators for their review and approval. Spaces needed at centralized locations for each of the inservice sessions have been reserved with those designated district administrators. (See the partially completed Sample Schedule of Inservice Sessions, p. 24.)

Inservice Session Plans

The inservice session plans herein specify suggested plans for each topic. These plans should serve as a resource for the field coordinator who must select those plans and topics which most nearly respond to the inservice needs of persons at that particular setting or site. The session plans have been prepared so that the field coordinator may select and use them in whichever order or sequence meets the site objectives and goals.

It should be noted that for each session, selected sample materials that are of value to reproduce and/or duplicate in quantity for participants have been provided in master copy form. All resources of this guide have been organized to facilitate the planning required of the field coordinator.

Field coordinators are encouraged to do further specific planning to meet the individual needs of their particular members of school-community teams. A special planning sheet is included for each session plan to provide for that additional planning.

The following kinds of information are included for each session:

SAMPLE SCHEDULE OF INSERVICE SESSIONS

Date	Time	Place	Who	Topic
9/30/81	7:00 p.m.	Board Room	Local Steering Committee	Orientation to Model/Materials
10/23/81	2:00 p.m.	Quad—Stacey Hall	All Support Team Members, Including Students	Orientation to Model/Materials
11/5/81	3:15 p.m.	City Hall Chambers	All Support Team Members, Including Students	Awareness of/Sensitivity to Handicapped Persons and Their Needs
11/17/81	2:00 p.m.	Room 315—Brown Hall	All Support Team Members, Including Students	What Is Our Role Regarding Legislation?
11/26/81	3:15 p.m.	Quad—Stacey Hall	All Support Team Members, Including Students	How to Be Who You Are
12/10/81	2:00 p.m.	Room 200—Smith Hall	All Support Team Members, Including Students	IEP Procedures: Support Team Role
12/17/81	3:15 p.m.	Room 200—Smith Hall	All Support Team Members, Including Students	IEP Procedures/Planning (continued)

SESSION NUMBER AND TOPIC

A. Session Overview

1. Estimated Time Required
2. Space Requirements
3. Purpose
4. Objectives
5. Content
6. Resource Requirements
7. Activities

B. Planning Directions

C. Content

D. Resource Information and Related Services

E. Session Description and Plan

(Time) 1. Session Overview
(Time) 2. Procedures and Activities
(Time) 3. Resources/Handouts
(Time) 4. Session Summary/Closure
(Time) 5. Session Evaluation

F. Optional Approaches

G. Masters

Optional approaches which can be selected to deliver the same session objectives are listed for each session. Again, the field coordinator planning cooperatively with the local steering committee determines which approaches most nearly respond to the local inservice needs.

Charting inservice activities, including team meetings, can dominate the field coordinator's time. It must be remembered, however, that the coordinator's time must be allocated and reserved for planning, organizing, scheduling, and implementing, since he or she is the catalyst and leader for bringing all these potential school-community resources to bear upon the needs of individuals who are handicapped. It is the preparation of team members and team leaders to carry out much of the work with students that is the key to successful management of the model. The coordinator, therefore, must be able to delegate responsibility to teams; in turn, the teams must encourage students to become as independent as possible.

The field coordinator must be continuously informed about all activities and meetings. At the same time, he or she must be apprised of and manage the "big picture." In other words, one must orchestrate the details of model management, know that consumers (inservice and student/employee consumers as well as employers) are having quality experiences, and develop an ongoing school-community resource base. Good luck!

Companion Documents

Participants should be encouraged to become familiar with the transition model materials referenced as appropriate to their respective support team roles. Maximal use includes reading appropriate sections of each document before or after the inservice sessions, or both, as asigned by the field coordinator; and using the documents as handy references through the inservice experiences.

Specific references to the companion documents of this model are given for each inservice session in the Ready References provided in each session plan. There are six companion documents:

- *Extending Horizons: Roles of School-Community Support Groups*
- *Extending Horizons: Student Paths to Employment*
- *Extending Horizons: IEP Planning*
- *Extending Horizons: Family and Friends*
- *Extending Horizons: Employers as Partners*
- *Extending Horizons: School and Community Persons*

Summary

So far, this guide has addressed the administrator and field coordinator roles in preparing the school-community liaison; the organization, procedures, and guidelines needed to identify those persons to be involved in the inservice experiences; and the youth to be supported in their transition from vocational education to work. (See figure 3 for an illustration of planning/implementation procedures.) The section which follows provides specific inservice session plans which are to facilitate the planning for inservices to be conducted by the field coordinator. The coordinator is invited to review in depth the six inservice session plans beginning on p. 29.

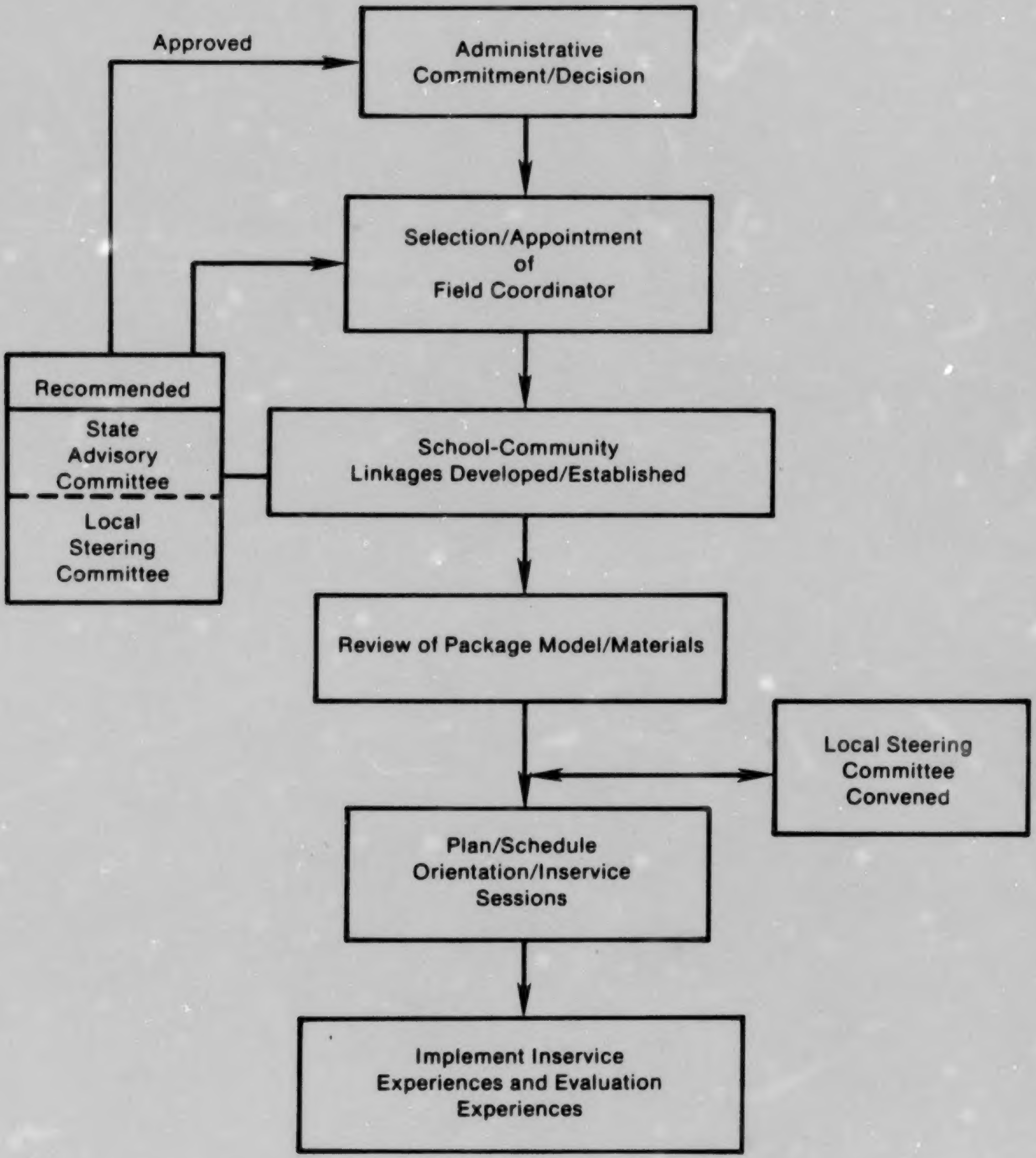

Approved
Administrative Commitment/Decision
Selection/Appointment of Field Coordinator
Recommended
State Advisory Committee
Local Steering Committee
School-Community Linkages Developed/Established
Review of Package Model/Materials
Local Steering Committee Convened
Plan/Schedule Orientation/Inservice Sessions
Implement Inservice Experiences and Evaluation Experiences

Figure 3. Flow chart of planning/implementation procedures

INSERVICE SESSION 1
ORIENTATION TO THE TRANSITION MODEL

Contents

Page
SESSION OVERVIEW 29

- Planning Directions 30
- Content–Transition Model Information 31
- Content–The Inservice Model 32
- Content–Model Design 34
- Content–Summary 37
- Resource Information and Related Services 37
- Session Description and Plan 37
- Optional Approaches 41

MASTERS 43

- NOTES FOR PLANNING 43
- PLANNING SHEET (SPECIFIC/FINAL) 44
- PATHS TO EMPLOYMENT 45
- SECONDARY/POSTSECONDARY TRANSITION MODEL 46
- INTRODUCTION TO THE TRANSITION MODEL 47
- MODEL GOAL 49
- MODEL OF SCHOOL-COMMUNITY COLLABORATIVE 50
- MODEL OF SCHOOL-COMMUNITY SUPPORT TEAMS 51
- MODEL OBJECTIVES 52
- NOTES FROM TAPES 53
- SESSION EVALUATION FORM 54

ORIENTATION TO THE TRANSITION MODEL

SESSION OVERVIEW

Estimated Time Requirement:	Maximum of two hours. Plans prepared for block-of-time delivery or two one-hour sessions.
Space Requirement:	Large auditorium or theater-type room for all participants.
Purpose:	Develop an understanding of the transition model, goals, and objectives.
Objectives:	1. Develop rapport among participants 2. Provide transition model information 3. Develop awareness of problems and issues experienced by handicapped youth in their transition from education to work 4. Develop a rationale for understanding the need for support persons to • develop a team support concept • establish individualized education program (IEP) overview, including relationship of its components to the team support role
Content:	Justification for and intent of the transition model to build upon and enhance the concept of the IEP—that is, to provide school-community support teams throughout the transition of handicapped individuals from school to work—are given. Democratic principles as a philosophical base as well as a learning theory of individualization are described as integral to the model. Problems and issues related to the real experiences of handicapped persons in making the transition from school to work are developed and analyzed.
Resource Requirements:	1. This guide and its six companion documents (see titles listed on inside back cover of this book) 2. Master copy materials for handouts and/or transparencies for overhead projection—also session evaluation forms 3. A session plan outline 4. Two handicapped persons who are now working (preferably those who have had problems getting into vocational education programs or gaining access to reasonable employment placements)
Activities:	1. Structured activity for participants to get acquainted 2. Transition model overview presentation with transparencies and handouts 3. Handicapped employee panel presentation of experiences getting education and employment opportunities 4. Session summary 5. Session evaluation

Planning Directions

As you prepare to conduct Inservice Session 1, Orientation to the Transition Model, review the prepared session plans discussed in this section. Make notes of your ideas for change on the Notes for Planning (p. 43).

Rarely does one find a prepared plan that exactly fits all possible sets of individual needs; therefore, it is expected that your review of the prepared plan will be done with the specific needs of your site participants and the local resources in mind. The prepared session plan will have served its purpose if

1. you have changed it for good reason, or
2. you have found it useful.

After completing your review of this session and recording your ideas on the Notes for Planning, compare the notes that you have made with the Inservice Session Plan Outline (p. 38). Prepare your final or modified session outline on the Planning Sheet (Specific/Final) (p. 44) by incorporating the ideas that you have written on the Notes for Planning. If you have suggested *no* changes in the prepared plan, then use the Inservice Session Plan Outline on p. 38.

A NOTE OF CAUTION: If you change the inservice session, you must modify or adapt the Session Evaluation Form (pp. 54-56) to fit any changes.

Content—Transition Model Information

Model Justification

No one is presently charged with responsibility to aid or assist handicapped or nonhandicapped youth in their transition from education to work. The school-to-work transition is difficult for any student to make, and it is especially difficult for handicapped students. Handicapped persons must deal with concerns, such as

- physical access;
- public attitudes in general;
- access to vocational education programs;
- job-required duties that necessitate the provision of supportive services; and
- fear of rejection by co-workers when they seek employment.

Both the unemployment and the underemployment rates of handicapped youth exceed those of nonhandicapped youth. Clearly, the evidence points to the need for providing assistance to handicapped persons as they prepare for and enter the world of work.

Model Intent

This project or model serves to complement and to coordinate the delivery of local school-community support for handicapped individuals by preparing many types of school-community persons to

- assist in the development of the individualized education program (IEP);
- aid in job placement;
- provide assistance in other useful ways by supporting a youth's transition from education to work.

The services that traditionally have been provided by vocational education teachers, special education teachers, other regular education personnel, and rehabilitation services personnel as part of each of their roles have frequently aided handicapped youth in this transition; but each has too often acted independently of the other. In order that supportive services for handicapped youth moving from education to work are not left to chance, this model linking school and community persons to provide cooperatively those services was designed.

Types of school-community persons to be prepared by this model to support handicapped youth in their transition from vocational education to work include

- vocational education teachers
- special education teachers
- other regular education personnel
- parents/guardian/spouses
- community agency persons as appropriate

- rehabilitation services personnel
- union representatives
- employers
- handicapped employees
- close friends
- other students

Roles for which these persons are to be prepared include provision of supportive services and advocacy to facilitate the handicapped youths' transition from education to work. (See *Extending Horizons: Roles of School-Community Support Groups*.)

Democratic Principles

The basic philosophical principles involved in preparing school-community persons to provide supportive services needed by handicapped youth in their transition from education to work are

- an emphasis on meeting individual needs of youth for education and employment;
- the involvement of handicapped youth and their school-community support persons in cooperative planning for and working out solutions to individual and mutual problems of school, community, employer, and employee personnel;
- a demonstration of valuing the dignity and worth of the individual; and
- the freedom for all to participate and the use of group process to establish communication and to promote interaction among group members and among groups.

Cooperative involvement in planning for one's learning experiences to improve the understanding and knowledge of individuals so involved has been verified throughout the history of American education. In other words, the ability of individuals to perform as intended is more likely to occur if they have been involved in planning for their learning experiences than if they have not.

Content—The Inservice Model

This model is designed to prepare key persons already in school-community roles and a person in a new position or role classified as the field coordinator, to provide a continuum of comprehensive supportive services individualized for each handicapped youth enrolled in secondary or postsecondary vocational education during the transition from education to work (see figure 4, School-community Collaborative). The local steering committee, comprised of school-community leaders, serves in an advisory role to the field coordinator throughout the transition period.

Levels of understanding of the needs and expectations of each existing school-community role related to educating and employing handicapped youth vary greatly. As an example, the parents or spouse of a handicpped student may understand the needs and expectations of the student, but the potential employer may not. Special education teachers from a background of both training and experience, may understand the needs of the handicapped student; whereas, the vocational teacher may not have such understanding because he or she has had neither training nor experience in working with handicapped youth. School personnel may counsel a student regarding student needs and expectations only to find that the parent may hold unrealistic expectations for the child.

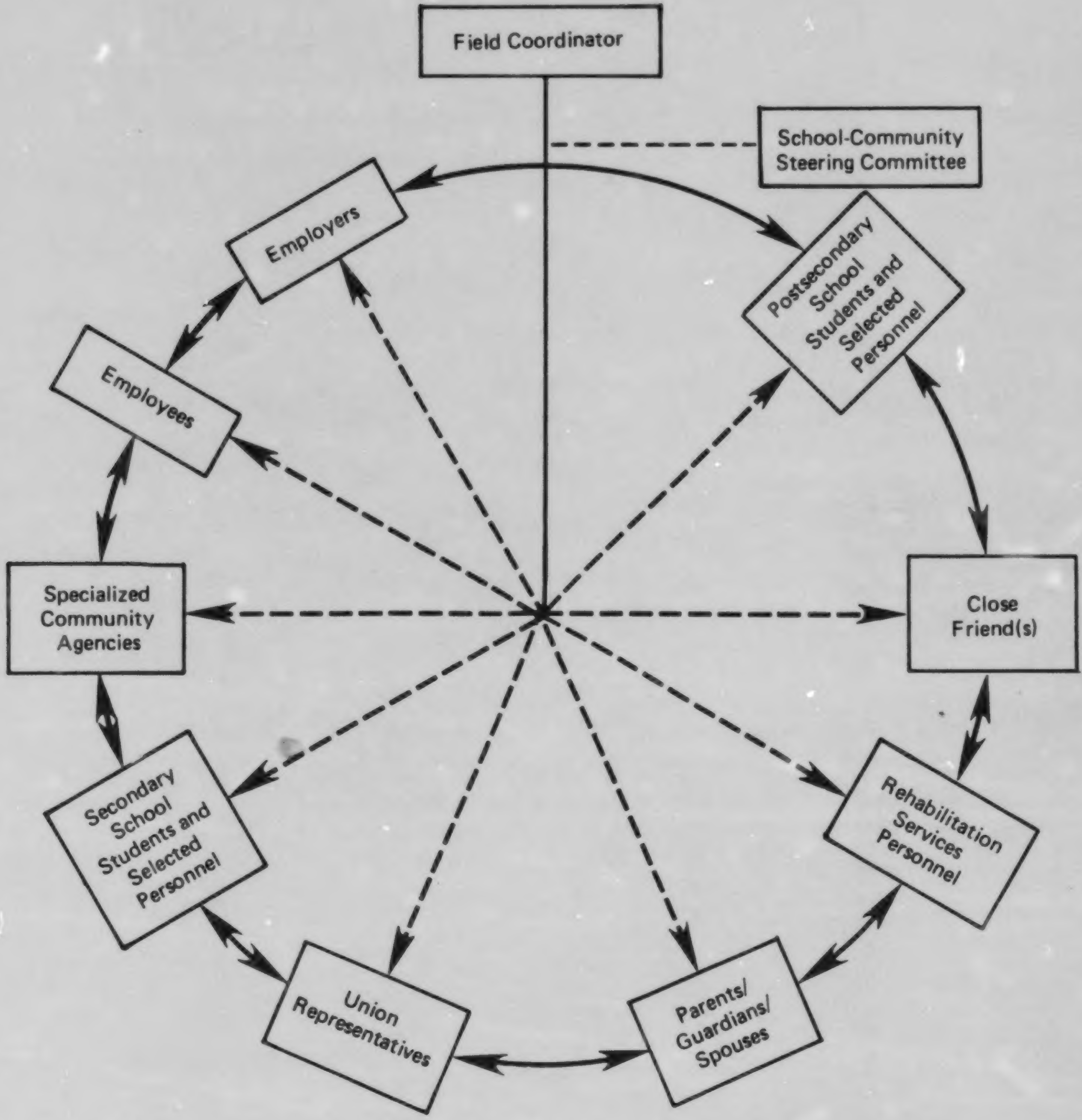

Field Coordinator
School-Community Steering Committee
Employers
Postsecondary School Students and Selected Personnel
Employees
Specialized Community Agencies
Close Friend(s)
Secondary School Students and Selected Personnel
Rehabilitation Services Personnel
Union Representatives
Parents/ Guardians/ Spouses

Figure 4. School-community collaborative

The Practicum

The practicum is a mode of inservice delivery by which group work conferences or sessions and individualized support team conferences are intended to resolve actual and real problems, issues, concerns, and needs confronting handicapped youth and those who provide supportive services for handicapped youth. Application of theory to practice focused on the needs of specific youth is the thrust of this practicum. The principle underlying the practicum is active/productive involvement of students and support persons in planning and implementing inservice experiences in contrast to passive involvement. The preparation experiences of the practicum develop collaborative skills of persons from diverse backgrounds and provide for the optimum development of the individual through acting in concert with one another to respond to individual and group common needs.

The availability of support persons for the transition of handicapped youth from vocational education to work is planned to occur from 12 to 18 months before completion of the vocational program to 12 to 18 months after placement on the job. The continuum team support developed within the inservice practicum focuses on

- establishing awareness, understanding, knowledge, and performance skills for the collaborative support of those interests common to all participants;
- establishing/implementing individual work planning teams for each handicapped youth;
- developing the IEP (individualized education/employment program) of students/employees.

Content—Model Design

The major focus of the model is to provide inservice experiences for school-community support teams—one team for each handicapped secondary or postsecondary student (see figure 5, School-community support team resource options). Paramount to all inservice experiences of the model is the students and their needs with an emphasis on school-community support persons' needs to assist the handicapped student. The person responsible for coordinating school-community linkages for planning and implementing inservice experiences is the field coordinator. (See also pp. 11-26 of this inservice guide.)

As field coordinator, you should be fully familiar with the following companion documents of this inservice package.

READY REFERENCES

- *Extending Horizons: Employers as Partners*
- *Extending Horizons: School and Community Persons*
- *Extending Horizons: Family and Friends*
- *Extending Horizons: Student Paths to Employment*
- *Extending Horizons: IEP Planning*
- *Extending Horizons: Roles of School-community Support Groups*

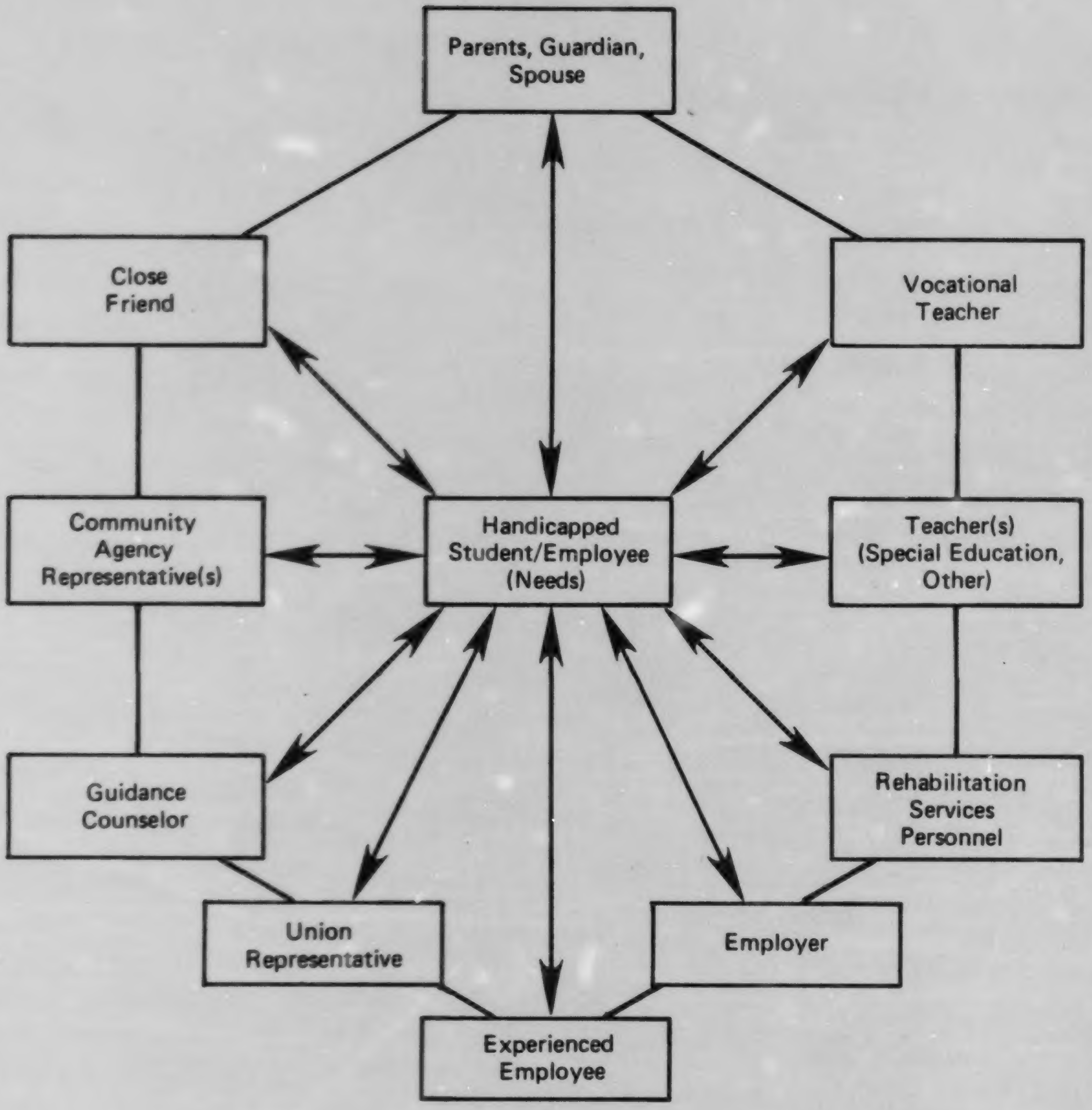

Parents, Guardian, Spouse
Close Friend
Vocational Teacher
Community Agency Representative(s)
Handicapped Student/Employee (Needs)
Teacher(s) (Special Education, Other)
Guidance Counselor
Rehabilitation Services Personnel
Union Representative
Employer
Experienced Employee

Figure 5. School-community support team resource options

As you do further planning specific to your site needs and the needs of individuals or groups, you will wish to refer individuals to specific references as appropriate and cited above. These references may be used in their entirety or in part for individuals and groups. In all cases, they serve as handy references for basic information and understanding of support for youth and school-community support persons.

Inservice sessions for school-community persons are planned to meet the needs which are common either to all support persons or to a few support persons. These needs embrace the preparation of many different types of regular and special educators and community persons with varying degrees of experience and training relative to working with handicapped youth.

Flexibility in planning and scheduling of inservice meetings is essential to the success of the model for two reasons:

1. The use of volunteers for team support (a rich school and community resource) represents diverse and conflicting work schedules around which inservice sessions must be planned.

2. The needs of youth may change, and in turn the needs of support team personnel may also change—thus planning for inservice sessions must be ongoing.

As the student or employee moves from preparation for work to working, planning for the needs of support team members may change and range among areas such as

- developing an awareness of and sensitivity to the needs of handicapped individuals;
- knowing individual legal rights;
- exploring occupational areas and jobs;
- relating education and work to self-understanding;
- preparing for job entry;
- understanding transportation systems and options;
- counseling relative to job placement;
- assisting with development of job maintenance skills;
- assisting with the identification of resources related to matters such as fiscal, educational, employment, medical, and other.

Content—Summary

Basic components of this inservice model for school-community persons to support handicapped youth to move successfully from vocational education to work have been described. The model is based upon a learning theory of individualization; that is, inservice planning and delivery are designed to meet the individual needs of support members who in turn focus on meeting the individual needs of handicapped youth. Also, the selection of support team members is based upon meeting the individual needs of each handicapped person.

Inservice experiences utilize varied approaches of delivery in order that individual learning styles or modes can be accommodated. Both large group and small group instruction are implemented throughout the continuum of preparation of support persons for handicapped youth.

The entire model and its components of students/employees and of support team persons are incorporated in the practicum design wherein application of theory to practice is integral to all experiences and on a continuing basis. In other words, all inservice experiences have "reason to be" only because of the support persons' needs which arise from the handicapped youths' needs to be met by those support persons. Unlike many other inservice models in which general preparation needs are determined and then general inservice sessions are delivered, this inservice model and its planned activities focus on the changing needs of actual, disabled students or employees who are included as an integral part of all inservice activities. Developing the IEP (individualized education/employment program) for students/employees is an ongoing expectation and responsibility of support teams and the handicapped person that each team supports. Even though the legal intent of developing IEPs is for children and youth ages 3 through 21, the intent of the transition model is that of encouraging the development and implementation of IEPs as a lifetime process.

Resource Information and Related Services

Resource information and related services are identified in the session plan and description. Several model resources are already shown in the "Content" section and are pointed out in "Ready References." The field coordinator is also encouraged to utilize appropriate locally available sources—particularly those which have proven effective in meeting local needs. An example may be to (a) show a sample of the local IEP form already in use, (b) provide handouts in large print or Braille if needed, and (c) provide interpreter services or note takers.

Session Description and Plan

The following plans are included for your review and implementation. Alternative or optional approaches are also given in case you find it necessary to substitute activities partially or entirely within this plan. The plan recommended is an inservice for all school-community support persons and students shown on p. 20.

The session is planned in two parts to deliver on the objectives identified as shown in the following Inservice Session Plan Outline. The opening of the session includes introdutions of guests and special program leaders for the session and welcoming of participants. The field coordinator also provides an overview of what will occur for participants throughout the session.

ORIENTATION TO THE TRANSITION MODEL
INSERVICE SESSION PLAN OUTLINE

Objectives	Agenda	Resources/Activities	Space(s)/Furniture
Develop rapport among participants	Minutes (5) Introduction/Welcome . . . Field Coordinator		Large auditorium or theater type room
	(5) Session Overview . . . Field Coordinator	Review Agenda and Objectives—both are handed out to all participants. Also project on overhead projector.	
Provide transition model information	PART I (20) Getting to Know You . . . Field Coordinator	Suggest that each participant sit next to a person whom he or she does not know. Give four minutes for all participants to interview each other by pairs. After four minutes, call upon individuals to introduce to entire group their new acquaintance. Before interviewing begins, give directions for interviewing.	
	(20) The Transition Model and Concept . . . Field Coordinator	Present model overview using transparencies and handouts as described. Answer questions as presented or at end. See description/plan.	
	(10) Questions/Answers (10) Recess		
Develop awareness of problem/issues experienced by handicapped youth in their transition from education to work	PART II (20) Our Stories in Accessing Education and Work . . . Student/Employee Panel	Enlist assistance of two handicapped individuals, preferably those who have had problems getting into vocational education programs, getting reasonable employment placement, and/or on-the-job. Have each tell his or her own story sequentially.	Table with 5 chairs at front of large room. Student observer/summarizer will introduce panel. Field coordinator will sit at table to bring closure as described—implications for model and IEP requirements. Chair is also available for interpreter. If a panel member needs interpreter services, then an interpreter (reverse) is also needed to be seated in front of deaf person on first row.
Develop rationale for/understanding of the need for support persons to (a) develop team support concept (b) establish individualized education program (IEP overview including relationship of its component to the team support role	(20) Summary/Analysis/Closure (a) Rationale/Need for Support . . . Student Observer (b) Relationship of IEP to Support Team Role . . . Field Coordinator	Enlist a third person, a student to summarize problems or issues shared by panel members and ideas for what might have eased the process for the panel members. Field coordinator then relates the project model support which addresses such needs and problems to facilitate student transition from education to work. Close by specifically relating support team role to IEP requirements.	

Part I. Getting Acquainted

An approach which can be used as an initial icebreaker is to allow a few minutes for persons to relocate their seats in order that each is seated next to at least one person whom he or she does not know. You orally give simple directions for the get-acquainted interviews. Directions to be given are the following:

SESSION LEADER DIRECTIONS FOR PARTICIPANTS

- Interview one person seated next to you whom you do not know. You also are to be interviewed by that person.
- Probe in the interviews for unusual or unique experiences or characteristics which will help people to recall who the person is.
- Stop interviewing immediately when I say, "Stop."
- Help your partner in the interview process to get unusual information about you quickly.
- Stand up or move to face the group to introduce your new acquaintance; state his or her name; and share the unique information about him or her. (You may ask for participant volunteers to give introductions or you may call upon participants to do so.) Ask your new acquaintance to stand or move beside you to face the group. Your new acquaintance then introduces you, while both of you are standing or facing the group.
- Remember names and faces, so that later you can call participants by name.

As session leader, you allow only four minutes for interviewing/discussion to take place by pairs. Time may not permit everyone to be introduced, but complete as many introductions as possible in the time that permits. You decide whether to call on individuals or whether to ask for volunteers. Hopefully, you have interviewed someone, and you can begin by making an introduction.

Have everyone wear a name tag for inservice sessions. After time, name tags may become less important, as more people become acquainted.

Near the end of the get-acquainted activity, you may wish to ask how many participants can identify more than 10 new acquaintances, more than 9, etc. Depending upon the openness of the individuals involved, you can have this demonstrated if you wish.

Model Concept

Describing the model can be done from transparencies made from master copies found at the end of this session plan. You, the field coordinator, present a very brief introductory rationale for the support that is needed by handicapped youth in their transition from education to work. Show the transparencies of the master copies of Paths to Employment and the Secondary/Postsecondary

Transition Model in the Masters section, pp. 45 and 46. Be certain that you have clarified what is meant by "transition." All participants should be provided with a copy of Introduction to the Transition Model, pp. 47-48. The copy should be read as outside reading before the orientation session. (You should suggest that it be read by participants immediately following this inservice session if it has not been read previously.) Be sure that all handicapped persons are provided with the necessary support services for reading this material. To complete the model overview, show and describe additional transparencies made from the following master copies:

- Model Goal, p. 49
- Model of School-Community Collaborative, p. 50
- Model of School-Community Support Teams, p. 51
- Model Objectives, p. 52

Assignment

You should have each participant read *Extending Horizons: Roles of School-Community Support Groups* prior to the next inservice session. Make certain that all handicapped persons have the support needed for reading this document.

The overview to the model given at this orientation session provides a preliminary concept of the purpose and components of collaboration among school and community persons. The remainder of this session helps to establish a need and justification for the model.

Part II. Personal Experiences and Analysis

Through suggestions of local steering committee members, counselors, and other employer contacts, select two handicapped employees to relate their personal experiences in gaining access to vocational education programs and/or to employment. In both cases, each should relate problems and successes in remaining in school or on the job. Be certain to pick individuals who have had very differnt kinds of disabilities, experiences, and backgrounds.

Panel members should be requested to meet briefly with the field coordinator and/or the inservice session leader before the session begins. The purpose of this meeting is to make certain that each person knows what each panel member is planning to do in his or her presentation. Good planning with these individuals by phone and by letter as well as by this brief meeting should ensure a quality presentation.

Select another handicapped person, a student, to introduce panel members and to summarize for the audience problems and issues synthesized from the panel members' chronologically related experiences. The student should also share ideas which might have relieved problems or concerns experienced by the panel members. If you feel you do not have a student sophisticated enough to be prepared to carry out the summary analysis of the panel, select a handicapped adult to do so.

Following the observer's summary and analysis, tie in at a general level how the persons' or presenters' needs could have been addressed through the collaborative team support of this model. Special consideration is given by you to the importance of the IEP team role.

Announcements are made relative to next steps in the inservice process and to the importance of having the participants complete the session evaluation form. (See the Session Evaluation Form, pp. 54-56.) Upon collection of completed evaluation forms, the meeting is adjourned.

Optional Approaches

You may wish to select another approach to delivering on the same objectives for the session. The following are examples of other options for the session.

- **Part I Options**

1. Getting acquainted by students and support team participants can be done differently from that proposed in the inservice plan. You may wish to structure the experience more or to conduct it without any structure. The following are examples of either approach.

   (a) A structured approach can be planned in advance—for example, set up auditorium with tables for six to eight persons at each. Place names of persons at each table where participants are to sit. Using this approach in this way is based upon the assumption that the field coordinator knows something about the backgrounds of individuals and places them in groups according to certain objectives or criteria for grouping as

   -keeping diversity represented in all small groups

   -making certain that at least three people in each group have never met

   -grouping individuals homogenously in terms of common interests

   Time is given for persons at each table to get acquainted—then one person at each table is asked to introduce the group individually.

   (b) In a no-structure approach, simply encourage everyone to get acquainted with as many participants as possible prior to the inservice sessions, between sessions, or at break times for refreshments. The field coordinator should provide all participants with addresses and telephone numbers of representatives of the school and community.

2. Simulate a local steering committee meeting at which the field coordinator and the chief administrator make a brief presentation regarding plans for implementing the model and materials. Parts of the inservice package have been previously assigned to subcommittees of the steering committee for their review and recommendations. Through questions and discussion among the steering committee members, the chief administrator, and the field coordinator, the overview of the model emerges.

- **Part II Options**

1. Prepare audio tapes of two interviews by you with two different handicapped employees. Play these tapes for participants who have been supplied with sheets for taking notes. (See Notes from Tapes, p. 53.) Be certain to have tapes interpreted and in script form for deaf and hearing impaired participants. Better still would be to prepare captioned videotapes. You as field coordinator lead a discussion by participants related to

   (a) listing of problems and concerns of handicapped interviewees;

   (b) questions of listeners and responses to these questions;

   (c) suggestions of listeners regarding how experiences could have been improved

   Summarize and end the discussion by relating the resolution of problems and concerns demonstrated to the kinds of assistance that a model such as this one could have provided to the interviewees had they had such a support team.

2. Provide announcements of next steps in the inservice plan. Also identify parts of the model which will be dealt with specifically in future inservices, such as the IEP and interest inventories and their roles in the model development.

NOTES FOR PLANNING

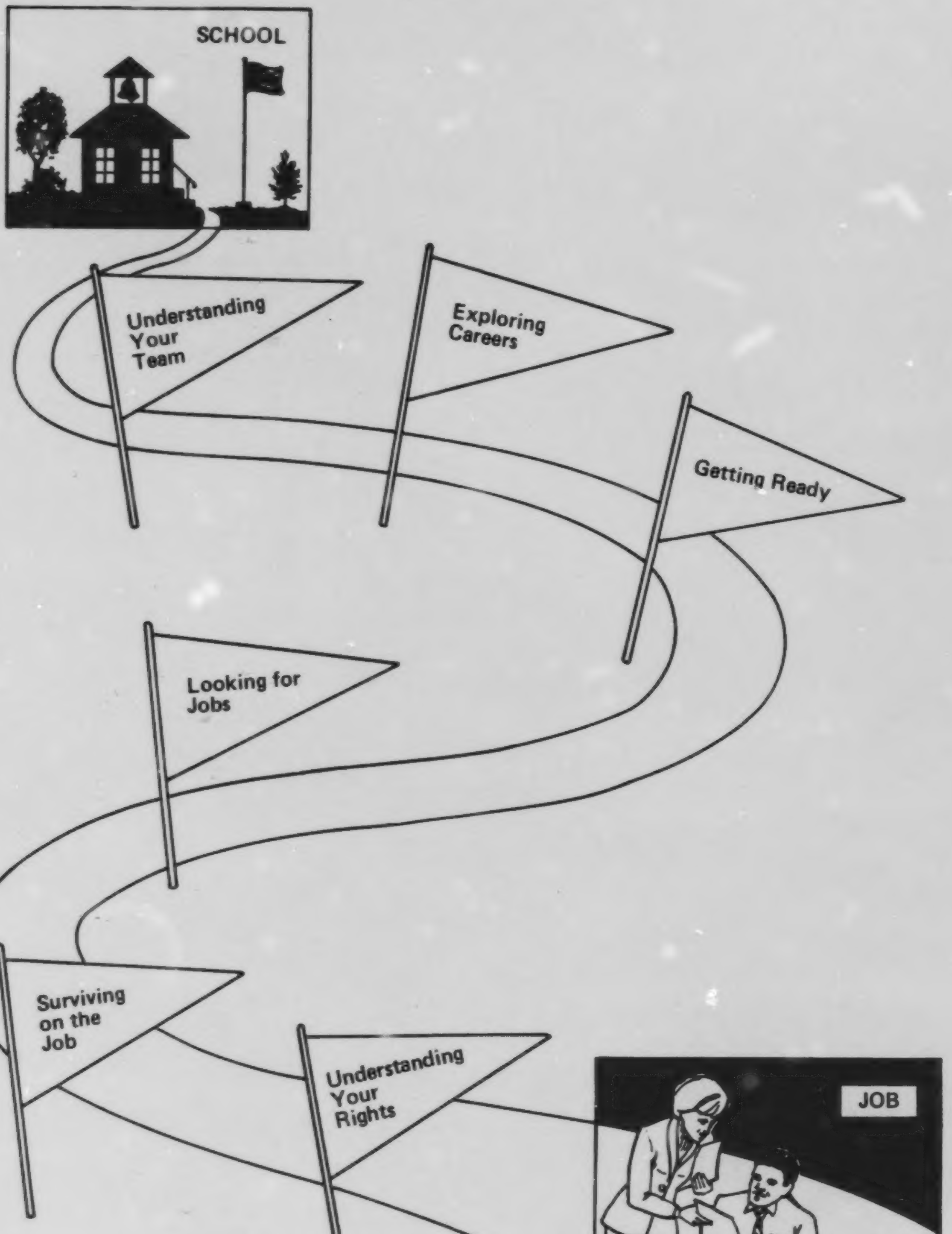
Session Plan Sections	No Change Needed	Ideas for Change	Why Alter	How to Alter
A. Content				
B. Resource Information & Related Services				
C. Session Description & Plan: 1. Objectives				
2. Agenda				
3. Resources/ Activities				
4. Space(s)/ Furniture				
5. Optional Approaches				
6. Summary/ Closure				
7. Evaluation				
8. Assignment				

PLANNING SHEET (SPECIFIC/FINAL)

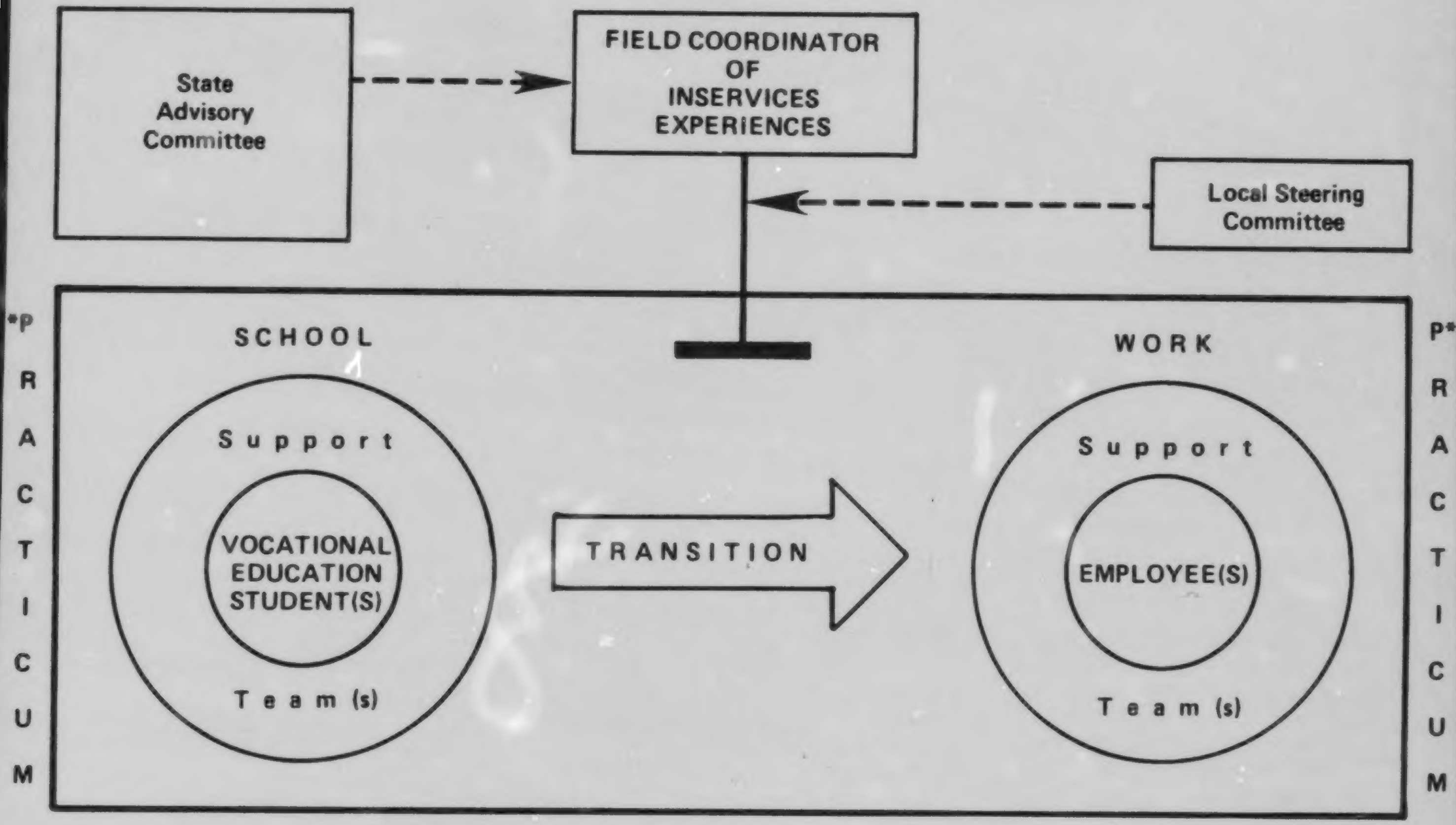
Topic ____________________ Date ____________________

Objectives	(Time) Agenda (Who)	Resources/ Activities	Space(s)/ Furniture/Person Responsible

PATHS TO EMPLOYMENT


SCHOOL
Understanding Your Team
Exploring Careers
Getting Ready
Looking for Jobs
Surviving on the Job
Understanding Your Rights
JOB

SECONDARY/POSTSECONDARY TRANSITION MODEL


State Advisory Committee
FIELD COORDINATOR OF INSERVICES EXPERIENCES
Local Steering Committee
*PRACTICUM
SCHOOL
Support
VOCATIONAL EDUCATION STUDENT(S)
Team (s)
TRANSITION
WORK
Support
EMPLOYEE(S)
Team (s)
PRACTICUM*

*The practicum is herein defined as a mode of inservice delivery by which group work conferences or sessions and individualized support team conferences are intended to resolve real problems, issues, concerns, and needs confronting handicapped youth in their transition from vocational education to work.

INTRODUCTION TO THE TRANSITION MODEL

What Is the Purpose of the Transition Model?

The major goal of the model is to provide team support and guidance to students in their move from school to work so that they will experience a successful transition. The model is geared to serve students; their parents, guardians, and/or spouses; representatives from the school/college staff (vocational education teachers, special education teachers, other regular educators, guidance counselors); vocational rehabilitation personnel; employers; labor union representatives; community agency representatives; and other appropriate support persons.

How Will the Goals Be Accomplished?

The planned format is to use large group work sessions, mini-workshops, and individualized team conferences to focus on the interests, skills, and needs confronting students as they move from school to the work world. The discussions in meetings and conferences will give you needed information, skills, and attitudes to support handicapped youth in their overall school-to-work transition.

Who Will Organize and Coordinate the Activities?

The field coordinator will provide the leadership for the inservice experiences and will work cooperatively with school/community/business persons. The coordinator is responsible for planning, managing, organizing, and supervising the collaborative effort. It is the coordinator's responsibility to identify employer concerns and student/employee needs as well as to develop linkages with school-community resources.

What Will Participants Need to Do?

Team members (teachers, administrators, students, friends, counselors, parents/spouses, union representatives, employers, community agency representatives, rehabilitation counselors, etc.), will address, within the inservice practicum experience, the handicapped persons' needs, problems, issues, and concerns in the educational and work settings. All will need to be fully committed to the concept of facilitating the student's transition from school to work in a continuum of support services. Specific support services and activities of team members are related to areas such as vocational skill training, independent living, job search skills, survival skills, job placement skills, and fiscal resources.

How Long Will the Transition Last?

Each student is provided team support through the entire transition from vocational education to work—from 12 to 18 months before completion of the vocational programs to 12 to 18 months as an employee. The time involvement for each participant varies, and length of time depends upon the needs of each individual.

INTRODUCTION TO THE TRANSITION MODEL—continued

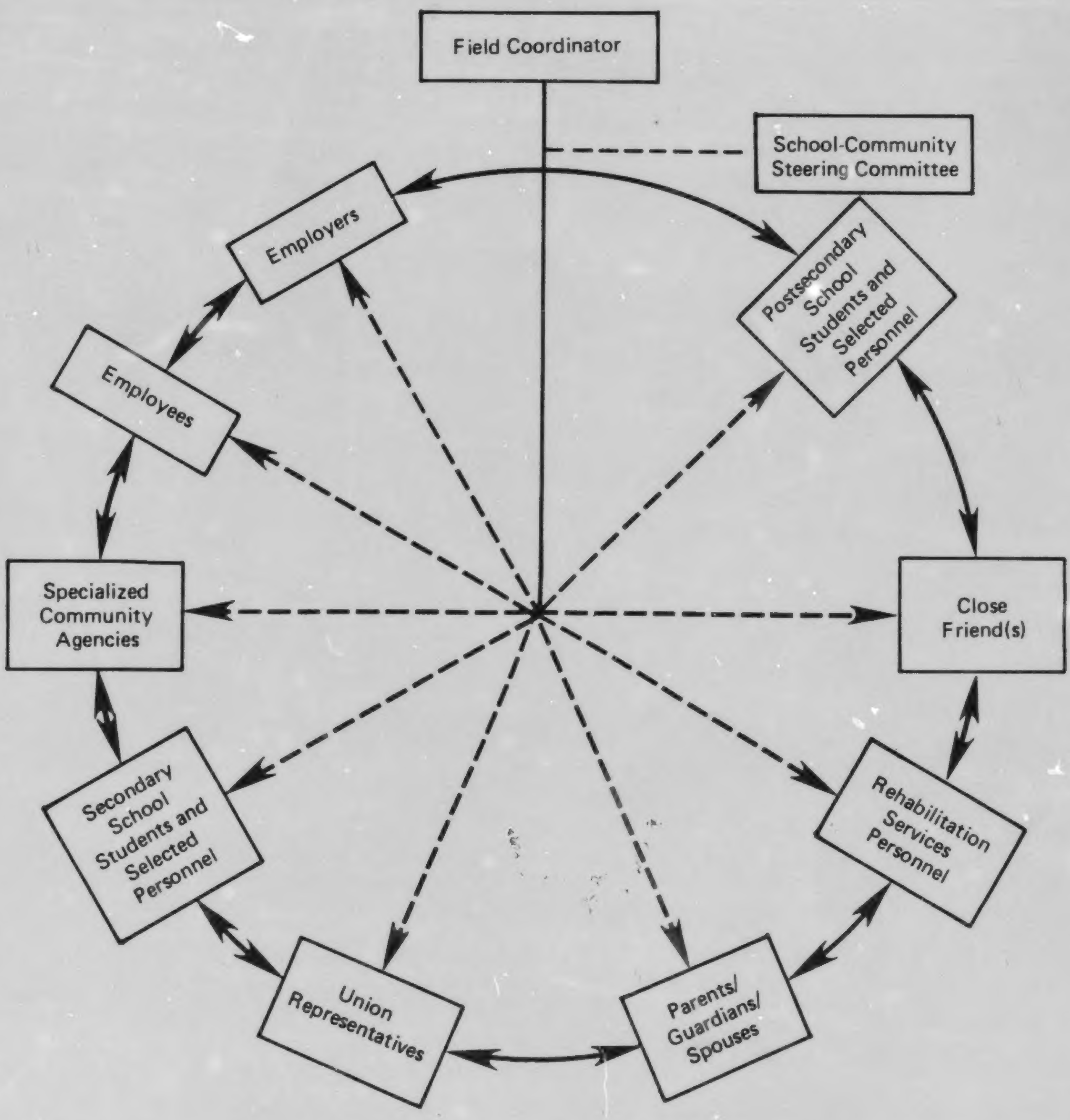
Why Should You Be Interested?

This model is to serve you . . . as a student, friend, parent, guardian, spouse, teacher, administrator, employer, counselor, community agency representative, or union representative. The focus of the inservice sessions is to define student needs, issues, and problems; resolve problems; and overcome hurdles. The success of the model lies with the commitment, involvement, and participation of all of you in planning, discussing, and questioning the specific issues concerned with the transition from school to work. Your ideas, your input, and your concerns are all essential elements.

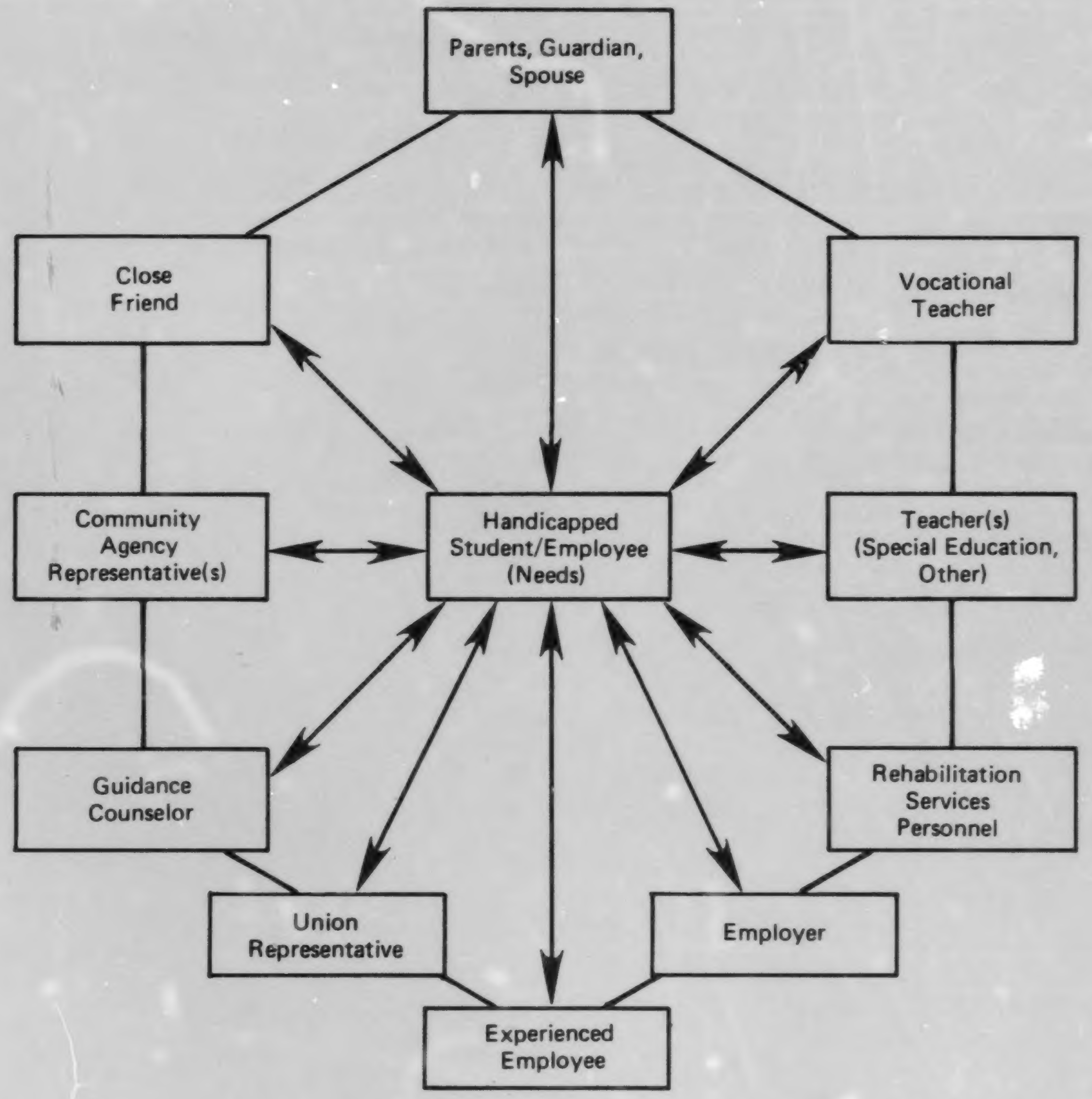
MODEL GOAL

The principal goal of this model is to provide handicapped persons enrolled in secondary and postsecondary vocational education programs with the opportunity to experience a successful transition from vocational education to work through the inservice preparation of a collaborative team of persons. That collaborative team (one for each handicapped person) provides for the handicapped individual those supportive services needed to experience success in the transition from education to work.

MODEL OF SCHOOL-COMMUNITY COLLABORATIVE


Field Coordinator
School-Community Steering Committee
Employers
Postsecondary School Students and Selected Personnel
Employees
Specialized Community Agencies
Close Friend(s)
Secondary School Students and Selected Personnel
Rehabilitation Services Personnel
Union Representatives
Parents/ Guardians/ Spouses

MODEL OF SCHOOL-COMMUNITY SUPPORT TEAMS


Parents, Guardian, Spouse
Close Friend
Vocational Teacher
Community Agency Representative(s)
Handicapped Student/Employee (Needs)
Teacher(s) (Special Education, Other)
Guidance Counselor
Rehabilitation Services Personnel
Union Representative
Employer
Experienced Employee

MODEL OBJECTIVES

- Establish school-community linkages
- Provide individualized, comprehensive supportive services for secondary and postsecondary handicapped students enrolled in vocational education programs
- Develop awareness, knowledge, understanding, and performance skills of the collaborative team members/participants to deliver individualized, comprehensive supportive services for secondary and postsecondary handicapped students in their transition from vocational education to work
- Develop awareness, knowledge, understanding, and performance skills of the collaborative team members/participants as well as the handicapped students regarding employer needs and expectations
- Establish local and state committees integral to the model to give leadership to furthering the establishment of the model to serve additional youth in their transition from vocational education to work
- Increase opportunities for employment of handicapped youth
- Facilitate replication of the model through dissemination/utilization of the model inservice materials and information
- Improve understanding and awareness of available resources on the part of all model participants
- Prepare a cadre of school-community leadership persons who can provide technical assistance to neighboring school-community settings in which the model is being replicated

NOTES FROM TAPES

I. Problems/Concerns Revealed by Interviewee

II. Questions for Clarification

III. Implications of Interviews

IV. Suggestions for Improvement

SESSION EVALUATION FORM

ORIENTATION TO THE TRANSITION MODEL

Please mark with an "X" the appropriate box in each column.

OCCUPATION

☐ Employer
☐ Counselor
☐ Parent/Spouse/Guardian
☐ Teacher
☐ Student
☐ Other (specify) ____________________

TEAM SUPPORT PERSON ROLE

☐ Team Leader
☐ Team Participant
☐ Group Recorder

The purpose of this evaluation form is to provide information for making improvements in future inservice sessions. Please take the time to consider your responses and write any additional comments you may have in the space provided.

I. Please rate the following statements by placing an "X" in the appropriate box. Use the scale below in rating each statement.

RATING LEGEND

SA – Strongly Agree
A – Agree
D – Disagree
SD – Strongly Disagree
NA – Not Applicable

STATEMENTS	Rating				
	SA	A	D	SD	NA
1. The objectives for this session were clearly explained.					
2. The objectives as stated for this meeting were achieved.					
3. This session provided useful information.					
4. Not enough time was allowed for this session.					
5. The language used was easily understood.					
6. A good summary was given at the end of the session.					

SESSION EVALUATION FORM—continued

ORIENTATION TO THE TRANSITION MODEL

STATEMENTS	Rating				
	SA	A	D	SD	NA
7. The technique for getting acquainted with participants was effective.					
8. The overview of the transition model was clearly explained.					
9. The panel provided for participants excellent awareness experiences about problems and issues related to youth in their transition from school to work.					
10. The transparencies showing the model and its components helped in understanding model functions.					
11. This session made me want to be a participant in the transition model.					
12. I have many questions about the model.					
13. I am eager to read the *Extending Horizons* series documents.					

SESSION EVALUATION FORM—continued

ORIENTATION TO THE TRANSITION MODEL

II. Write your answers in the space provided after each question.

1. What did you like best about this inservice session?

2. What did you like least?

3. If you could change anything that happened in this session, what would you change and how?

	What?	How?
a.		
b.		
c.		

4. Additional Comments:

INSERVICE SESSION 2
EXPECTATIONS FOR EMPLOYMENT: STUDENT, EMPLOYER, AND EMPLOYEE PERSPECTIVES

Content

Page

SESSION OVERVIEW 57

Planning Directions 58
Content—Extending Employment Perspectives 59
Resource Information and Related Services 60
Session Description and Plan 61
Optional Approaches 64

MASTERS 65

NOTES FOR PLANNING 65
PLANNING SHEET (SPECIFIC/FINAL) 66
WORK/RECORDER SHEET: GROUP ANALYSIS OF EXPECTATIONS 67
SYNTHESIS OF SMALL GROUP DATA 68
SAMPLE SITUATION 69
SMALL GROUP DISCUSSION GUIDE 69
SESSION EVALUATION FORM 70

EXPECTATIONS FOR EMPLOYMENT: STUDENT, EMPLOYER, AND EMPLOYEE PERSPECTIVES

SESSION OVERVIEW

Estimated Time Requirement: Maximum of two hours. Plans prepared for block-of-time delivery or two one-hour sessions.

Space Requirement. One large room to accommodate all participants; arranged with table and chairs for panel presentation. Also arranged to facilitate maximum communication and participation. Reserved space for those needing interpreter, wheelchairs, and the like. Small group sessions in large room or in separate small rooms—whichever is preferred.

Purpose: Extended general understandings of differences and commonalities in employment expectations among students, employers and employees.

Objectives:

1. Increase sensitivity to, awareness of, and understanding of job expectations and quality entry level skills among participants through
    - presentation of varied perspective (ideas, issues, etc.);
    - analysis of commonalities and discrepancies among member positions (student, employer, employee)
    - discussion of reasons for difference of positions among presenters;
    - suggestions (based upon group interaction and discussion) for a plan of action to assist students or employees in preparing to bridge differing expectations.
2. Increase awareness of quality entry level skills
3. Continue development of rapport among participants

Content: Employment expectations of the employer, the student, and a handicapped employee are shared. Analysis of differences and similarities among expectations shared are analyzed and clarified in small group discussion. Special interest sessions provide introductory information about how to prepare resumes, obtain references, and fill out application forms.

Resource Requirements:

1. This guide and the four companion documents listed in Ready References,
2. Master copy materials for handouts and/or transparencies for overhead projection—also session evaluation forms
3. A session plan outline
4. A handicapped student, an employer, and an employee (preferably handicapped) to present expectations

Activities:

1. Panel presentation of employment expectations
2. Small group analysis and clarification of employment expectations
3. Special interest, small group discussion regarding resume preparation, completing applications, and getting references.
4. Session evaluation

Planning Directions

As you prepare to conduct Inservice Session 2, Expectations for Employment: Student, Employer, and Employee Perspectives, review the prepared session plans discussed in this section. Makes notes of your ideas for change on the Notes for Planning (p. 65).

Rarely does one find a prepared plan that exactly fits all possible sets of individual needs; therefore, it is expected that your review of the prepared plan will be done with the specific needs of your site participants and the local resources in mind. The prepared session plan will have served its purpose if

1. you have changed it for good reason, or

2. you have found it useful.

After completing your review of this session and recording your ideas on the Notes for Planning, compare the notes that you have made with the Inservice Session Plan Outline (p. 62). Prepare your final or modified session outline on the Planning Sheet (Specific/Final) (p. 66) by incorporating the ideas that you have written on the Notes for Planning. If you have suggested *no* changes in the prepared plan, then use the Inservice Session Plan Outline on p. 62.

A NOTE OF CAUTION: If you change the inservice session, you must modify or adapt the Session Evaluation Form (pp. 70-72) to fit any changes.

Content—Extending Employment Perspectives

Employment expectations of the employer, the student/prospective employee, and the employee may differ decidedly. This is not to imply that the differences are bad or wrong. naturally, our perspectives are the sum of all our experiences—cultural and family background and values, environment external to family experiences, formal preparation, societal limitations, and the like. The marks of past limitations of society and family on individuals who are handicapped still remain and/or affect the experience base and expectations of (a) the student who is handicapped, (b) the employer who perceives what that handicapped individual can do, and (c) the employee who is handicapped and is seeking employment or is recently employed.

We need to expend a great amount of effort to assist the school personnel, the parents or spouses, peers, and community persons to understand that different employment expectations are expressed among persons with varied perspectives. Basic information regarding expectations, myths, and understandings for making the transition of handicapped individuals from education to work successful is found in the following:

READY REFERENCES

- *Extending Horizons: Employers as Partners*
- *Extending Horizons: Student Paths to Employment*
- *Extending Horizons: Family and Friends*
- *Extending Horizons: School and Community Persons*

Our responsibility as support team members and as the field coordinator is to be informed, to understand the many differences in expectations that exist, and to lend our support and leadership to orchestrating these different expectations in a positive way. Additionally, we have a responsibility to allay fears and correct misunderstandings and misinformation.

Many of the differences in expectations expressed and implied through behaviors result from lack of understanding from broad perspectives—that is, from a synthesis of perceptions of the handicapped individual, the school person, the employer, the parent, peers, and handicapped and nonhandicapped employees. Examples of such varied expectations and points of view include the following:

- **The handicapped student or employee has low expectations of what he or she can do.** Low expectations may result from limited experiences, low expectations of home or school persons for him or her, or lack of any model demonstrating success in nontraditional careers.

- **The handicapped student or employee may have unrealistic expectations of what he or she can do.** Unrealistic expectations may result from a lack of self-understanding, unrealistic parent expectations, or poor diagnosis of his or her strengths and weaknesses.

- **School personnel and employers may hesitate to recommend a handicapped student or employee for a nonstereotyped job.** Their hesitation may result from lack of understanding and experience, certain myths held by the society which are accepted as fact, architectural barriers which might lead to a lawsuit, physical appearances of some physically-impaired persons, excess costs associated with equipment or facility adaptations, or safety standards.

- **The handicapped student or employee may not pursue a nontraditional job suited for him or her.** The lack of pursuit may result from an awareness of the long list of heartaches, trials, and barriers faced and/or overcome by another handicapped person who has or has not achieved that placement.
- **The handicapped student or employee may lack ambition.** Lack of ambition may result from indulgence of overprotective parents or an immaturity resulting from limited experiences.
- **An ambitious parent may encourage or pressure the handicapped son/daughter to take any job or to withhold from an employer important information necessary for success on the job.** Such parental behaviors may result from feelings of guilt, personal stress from responsibility over many years, lack of realistic understanding of needs, or fear of what will happen to his/her child when he or she is unable to support the son/daughter.
- **The employer may be quite willing to hire persons with one or two types of handicaps** (for example, a deaf person in a print shop or a blind person as a data programmer). This employer behavior is expected in specific jobs only since it is based upon his or her experience. The employer's good experiences may be limited to one or two types of dysfunctions.

The preceding list of examples of varied expectations is not comprehensive, but is provided to illustrate that there is much yet to be done among all individuals—handicapped and nonhandicapped—to provide the necessary awareness of the needs of and the employment opportunities for handicapped individuals.

The selection of individuals to attest to some of these varied expectations of employment should motivate those participants to want to read *Ready References* on p. 59 and to be well informed regarding legal requirements.

Resource Information and Related Services

Resource information and related services are identified in the session description and plan. Several additional sources beyond those referenced in the content section are relevant, including selected publications from the President's Committee on Employment of the Handicapped, from the *Journal on Career Development for Exceptional Individuals*, Chapters 6 and 7 of Pamela Gillet's *Of Work and Worth*, and from Robert A. Weisgerber and others' *Training the Handicapped for Productive Employment*, pp. 141-179.

You as field coordinator determine when it is most appropriate to require related readings. You may wish to have participants read certain of the package documents before participating in this inservice session. The field coordinator is also encouraged to utilize appropriate sources locally available, particularly those which are regarded to be effective in meeting local needs.

Session Description and Plan

These session plans are included for your review and implementation. In addition, alternative approaches are included for your consideration in case you find it necessary to substitute activities in part or wholly within this overall plan. This plan is that of an inservice session for all school-community support persons involved. See the list of possible types of school-community support persons who may be participating in this session on p. 20.

Although this session is planned for the full two hours, as shown in the following Inservice Session Plan Outline, Parts I and II can be scheduled as two one-hour sessions if you cannot schedule a two-hour block of time. The field coordinator or someone designated by the coordinator welcomes participants and introduces guests and the small group leaders. An overview of the session and its procedures are reviewed by the field coordinator and he or she invites questions from the group about the inservice activities. Panel members are introduced by the panel chairperson; a stand-up card is displayed with his or her name and panel role in front of each member.

Part I. Panel Presentation

You, the field coordinator, have selected the panel members and the chairperson for the presentation. You need to be certain that the chairperson arranges to convene the panel before the session begins to clarify roles and procedures. The chairperson needs some background information about each panel member to make the introduction of the panel interesting. The chairperson records a list of expectations on the chalkboard or on an overhead transparency as each presenter describes his or her expectations in employment. Each panel member is requested to make a five to eight minute presentation of expectations in employment, based upon his or her perspectives.

As soon as each panel member has made a presentation, small group leaders and the participants move into groups of 7 to 10 participants—each group to do the following:

- Organize the list of expectations recorded from the panel presentation into those which are common and those which are different or unique. Organization of the expectations can be accomplished by filling in the cells of a matrix. (See Work/Recorder Sheet, p. 67.)
- Prepare an analytical summary of expectations—those common and those unique—with proposed reasons for why each may be common or unique depending upon the role perspective. Fill in appropriate spaces on the Work/Recorder sheet, p. 67.
- Consider and record actions needed to alleviate any problems accrued from the employment expectations of these individuals—the employer, the student, the employee. Record these actions in the space at the bottom of the Work/Recorder sheet, p. 67.

The field coordinator synthesizes the group reports and develops the general action plan needed. (See the Synthesis of Small Group Data sheet on p. 68.) The report of the field coordinator is then disseminated in writing to all participants during the following week.

A 15-minute break for refreshments provides an opportunity to talk informally with panel consultants.

EXPECTATIONS FOR EMPLOYMENT: STUDENT, EMPLOYER, AND EMPLOYEE PERSPECTIVES
INSERVICE SESSION PLAN OUTLINE

Objectives	Agenda	Resources/Activities	Space(s)/Furniture
Continue development of rapport among participants	Minutes (5) Introduction/welcome Field Coordinator		
	(5) Inservice Session Overview—Field Coordinator	Review objectives, agenda and procedures for the day	Space for large group meeting. Arrange central location in room for presenting so that they can be readily seen and heard by all. Include position for interpreter, if needed. Record expectations generated by panel on chalkboard or overhead transparency.
Increase sensitivity, awareness, and understanding of job expectations and entry level skills among participants through (a) presentation of varied perspectives; (b) group analysis of expectations; (c) clarification of reasons for similarities and differences; (d) suggested plan(s) for action.	PART I (15) What is Expected in Employment?—Panel (Disabled Student, Employer, Employee)	Select in advance panel members who are well-informed, dynamic speakers, and have had diverse experiences and backgrounds. Their experience should represent the roles of employer, disabled student, disabled or nondisabled employee. Have each make a five-minute presentation. Select informed small group leaders to conduct the analyses of the lists of expectations listed by the panel. Organize expectations into those which are similar and those which are different. Give reasons why they may be different. Make plans for how to improve understandings of differences	
	(30) Small Group Analysis of Expectations—Small Group Leader (a) Similarities (b) Differences (c) Quality Clarification of Reasons for Similarities/Differences—Small Group Leaders Plan(s) of Action—Small Groups (15) Break—Social Recess (Interact with Presenters)		Pass out small group session recording sheets, select recorder to keep a report of the group analyses and study. Field coordinator collects small group reports, synthesizes records, and writes summary for distribution to all participants at a later time.
Increase awareness of quality entry level skills	PART II Special Interest Sessions: (20) A. How to Prepare a Resume and Its Cover Letter B. How to Obtain References and Fill Out Applications (20) Repeat Sessions A and B so everyone can attend both.		
	(8) Evaluation	Distribute evaluation forms in registration packets or distribute in beginning session	

Part II. Selected Job Entry Skills

Two special interest topics are presented during this session. The large group of participants is divided into two groups, **A** and **B**, by joining one or the other group as designated by an **A** or **B** on each name tag. Schedules I and II (each 20 minutes in length) comprise the same two special interest group topics; that is, each special interest group is offered twice to allow everyone to participate in both. Name tags are marked in advance to avoid confusion and imbalanced groups. As field coordinator, you may wish to establish a different group mix from those thus far established in inservice sessions. The presenters for Group A and B sessions are practitioners in the field—persons from the personnel offices of local employers. Additionally, they are dynamic speakers who can share examples from day-to-day experiences. Notice that the special interest groups remain in the same location for Schedule I and for Schedule II. Presenters move to a different group for each schedule. See special interest schedules I and II below.

SAMPLE SCHEDULE I

Time	Participant Group	Topic	Presenter
3:00–3:20	A	"How to Prepare a Resume and Its Cover Letter"	C. Smith
3:00–3:20	B	"How to Obtain References and Fill Out Application Forms"	D. Jones

SAMPLE SCHEDULE II

Time	Participant Group	Topic	Presenter
3:20–3:40	A	"How to Obtain References and Fill Out Application Forms"	D. Jones
3:20–3:40	B	"How to Prepare a Resume and Its Cover Letter"	C. Smith

Following the end of Schedule II Sessions, request all participants to fill out the Session Evaluation Form (pp. 70-72). Participants are excused when they have completed the evaluation forms and have left them in the box at the exit.

Optional Approaches

You may wish to select a different approach from the preceding ones to address the same inservice objectives. The following are suggested alternative approaches for your consideration.

- **Part I Option**

  1. You direct participants to meet in small groups of 6 to 10, including in each group employers, students, parents, counselors, teachers, community agency representatives, and/or employees. Each group should spend three to five minutes selecting a group leader and a recorder, if the group consensus is that such group positions are needed. The group leader is provided with a problem situation that is read to the small group. (See the Sample Situation, p. 69.) The group will act as a team to analyze and review the situation by expressing expectations from the viewpoint(s) of the employer, the student, and the employee. After discussion from the various viewpoints, the group then agrees upon a set of expectations realistic to all points of view. (See the Small Group Discussion Guide, p. 69, which assists the group leader in the group's analysis of Mr. Jones' dilemma.) The group should ultimately agree upon a set of expectations and justifications which will assist Mr. Jones in making his final choice of applicant.

- **Part II Option**

  1. A sample resume and its cover letter and a completed application form are distributed to all participants. Participants are requested to go into one of two rooms designated as **I** and **II**. On each person's name tag is a **I** or **II** which identifies the appropriate room for each participant.

     The group leader will lead the group in a review of the samples. This discussion comprises each person's identifying (1) problematic information given or controversial questions asked, (2) the reason why it is incorrect or inappropriate, and (3) the specific changes that should be made. Each group also generates ways to obtain references, including the proper and professional steps for doing so.

     The last 10 minutes are used for reconvening in one large group to share summaries of the groups' analyses. The person chairing the large group sharing session should list on a flip chart or on overhead transparency those issues which evolve from differences held by individuals and/or groups.

Ask all participants to complete the Session Evaluation Form, pp. 70-72, and leave it at the appointed place near the room exit.

Caution to those providing inservice session(s): modify/adapt the Session Evaluation Form to fit either modifications or adaptations.

NOTES FOR PLANNING

Session Plan Sections	No Change Needed	Ideas for Change	Why Alter	How to Alter
A. Content				
B. Resource Information & Related Services				
C. Session Description & Plan: 1. Objectives				
2. Agenda				
3. Resources/ Activities				
4. Space(s)/ Furniture				
5. Optional Approaches				
6. Summary/ Closure				
7. Evaluation				
8. Assignment				

PLANNING SHEET (SPECIFIC/FINAL)

Topic

Date

Objectives	(Time) Agenda (Who)	Resources/ Activities	Space(s)/ Furniture/Person Responsible

______________________ Date

______________________ Recorder

______________________ Group No.

WORK/RECORDER SHEET

GROUP ANALYSIS OF EXPECTATIONS

Perspective	Common	Unique	Proposed Reasons Why Common/Unique
Student			
Employer			
Employee			

Summary Analysis of Group Findings/Action Needed:

SYNTHESIS OF SMALL GROUP DATA

Summary Findings	Proposed Reasons Why (Summary)		Action Needed
	Common	Unique	

SAMPLE SITUATION

Jerry Jones is a real estate sales executive whose major concern is increasing gross sales; maintaining a competitive spirit among employees through recognition of individuals who gross sales totaling $100,000 and up within three to six months; keeping apprised of marketability of real estate needs among personnel of local business and industry; and encouraging employees to submit innovative ideas and employee incentive plans leading to profit for the company. Mr. Jones has just completed interviews with two candidates whose assessment scores are tied, up to this point, for the postion of real estate sales person. He was quite surprised to discover at the interview that one of the two candidates must work from a wheelchair. Both candidates have outgoing personalities, are pleasant, and have had limited business experience. Unfortunately, Mr. Jones has but one position open. On what basis does Mr. Jones make his decision of which person to hire? Both have assured him that transportation is not a problem. In fact, the man functioning from a wheelchair said, "You let me worry about getting around and getting the selling done."

SMALL GROUP DISCUSSION GUIDE

1. List possible employer expectations of the position in real estate sales.
2. List the student expectations of the position in real estate sales.
3. From the perspective of an experienced real estate sales person, list the expectations of an employee in real estate sales.
4. Which expectations are different?
5. Why are some of the expectations different? Why are some expectations common to each perspective?
6. Looking at the expectations listed and discussed, on what basis (set of expectations) do you think Mr. Jones should make his choice of candidates for the position of real estate sales person?

SESSION EVALUATION FORM

EXPECTATIONS FOR EMPLOYMENT: STUDENT, EMPLOYER AND EMPLOYEE PERSPECTIVES

Please mark with an "X" the appropriate box in each column.

OCCUPATION

☐ Employer
☐ Counselor
☐ Parent/Spouse/Guardian
☐ Teacher
☐ Student
☐ Other (specify)____

TEAM SUPPORT PERSON ROLE

☐ Team Leader
☐ Team Participant
☐ Group Recorder

The purpose of this evaluation form is to provide information for making improvements in future inservice sessions. Please take the time to consider your responses and write any additional comments you may have in the space provided.

I. Please rate the following statements by placing an "X" in the appropriate box. Use the scale below in rating each statement.

RATING LEGEND

SA – Strongly Agree
A – Agree
D – Disagree
SD – Strongly Disagree
NA – Not Applicable

STATEMENTS	Rating				
	SA	A	D	SD	NA
1. The panel members expressed themselves clearly and provided relevant information regarding preparation for employment.					
2. I gained a good understanding of what personnel managers expect from applicants during an interview situation.					
3. I now know what characteristics of employees personnel managers are searching for in applicants.					

SESSION EVALUATION FORM—continued

EXPECTATIONS FOR EMPLOYMENT: STUDENT, EMPLOYER AND EMPLOYEE PERSPECTIVES

STATEMENTS	Rating				
	SA	A	D	SD	NA
4. I gained a good understanding of what employees expect from employers the first several months on the job.					
5. I now know some of the factors which lead to dismissal from a job.					
6. This session has increased my awareness and understanding of similarities and differences in expressed expectations of employers and employees.					
7. I gained a good understanding of the advantages and disadvantages of applicants indicating their disabilities on a resume and/or application.					
8. The small group discussion about writing cover letters and a resume was helpful and informative.					
9. The small group discussion about filling out applications and obtaining references was helpful and informative.					
10. This inservice was well organized and will contribute to providing students with a successful transition from school to work.					

EXPECTATIONS FOR EMPLOYMENT: STUDENT, EMPLOYER, AND EMPLOYEE PERSPECTIVES

II. Write your answers in the space provided after each question.

1. What did you like best about this inservice session?

   Large group:

   Small group:

2. What did you like least?

   Large group:

   Small group:

3. If I could have changed anything in this session, I would change:

	What	How
a.		
b.		
c.		

4. Additional Comments:

INSERVICE SESSION 3
LEGISLATION AND AWARENESS

Contents

Page

SESSION OVERVIEW 73

- Planning Directions 74
- Content–Key Legislation 75
- Content–Implications and Applications 75
- Resource Information and Related Services 78
- Session Description and Plan 78
- Optional Approaches 82

APPENDIX: FILM RESOURCE ANNOTATIONS 85

MASTERS 87

- NOTES FOR PLANNING 87
- PLANNING SHEET (SPECIFIC/FINAL) 88
- MAJOR FEDERAL LEGISLATION 89
- NONDISCRIMINATION PROVISIONS OF THE HEW SECTION 504 REGULATIONS 92
- CHECKLIST OF FUNDAMENTAL PRINCIPLES OF JUSTICE 103
- ROLE PLAY MATERIALS 105
- SESSION EVALUATION FORM 107

LEGISLATION AND AWARENESS

SESSION OVERVIEW

Estimated Time Requirement: Maximum of two hours. Plans prepared for block-of-time delivery or two one-hour sessions

Space Requirement. One large room (can be darkened to show film) to accommodate all participants. Table and four chairs needed for role play or for panel. Arrange for large group to meet in small groups in the large room or in several small rooms.

Purpose: Provide support team members and students with

- a general understanding of the laws relevant to the rights of youth in transition from education to work; and
- an awareness of/sensitivity to the need for application of legislation to handicapped youth needs.

Objectives:

1. Increase participant awareness and knowledge of legislation relative to persons who are handicapped
2. Increase participant sensitivity to issues and attitudes experienced by handicapped and nonhandicapped persons in their interactions

Content: General information about key legislation that has affected the educational and work climates of handicapped individuals is provided. Additional detailed information regarding nondiscriminatory procedures is also included. A case description illustrates the "reasonable accommodation" principle. Selected films with annotations are included for review.

Resource Requirements:

1. This guide and five companion documents listed in Ready References, p. 75
2. Master copy materials for handouts and/or transparencies for overhead projection—also session evaluation forms
3. A session plan outline
4. Choice of films
5. Role play materials
6. Panel informed about legislation

Activities:

1. Role play with panel analysis
2. Film viewing; small group analysis
3. Session summary
4. Session evaluation

Planning Directions

As you prepare to conduct Inservice Session 3, Legislation and Awareness, review the prepared session plans discussed in this section. Make notes of your ideas for change on the Notes for Planning (p. 87).

Rarely does one find a prepared plan that exactly fits all possible sets of individual needs; therefore, it is expected that your review of the prepared plan will be done with the specific needs of your site participants and the local resources in mind. The prepared session plan will have served its purpose if

1. you have changed it for good reason, or

2. you have found it useful.

After completing your review of this session and recording your ideas on the Notes for Planning, compare the notes that you have made with the Inservice Session Plan Outline (p. 79). Prepare your final or modified session outline on the Planning Sheet (Specific/Final) (p. 88) by incorporating the ideas that you have written on the Notes for Planning. If you have suggested *no* changes in the prepared plan, then use the Inservice Session Plan Outline on p. 79.

A NOTE OF CAUTION: If you change the Inservice session, you must modify or adapt the Session Evaluation Form (pp. 107-109) to fit any changes.

Content—Key Legislation

The successes experienced by handicapped individuals have been largely due to

- relatively recent federal and state legislation passed;
- parent and citizen groups forming advocacy bases to educate the general public;
- the open communications established by handicapped and nonhandicapped individuals about the subtleties of injustices.

Basic information about the federal laws enacted to make available to handicapped persons the rights and privileges enjoyed in life by other citizens is provided in the following:

READY REFERENCES

- *Extending Horizons: Employers as Partners*, pp. 1-17
- *Extending Horizons: School and Community Persons*, pp. 1-14
- *Extending Horizons: Family and Friends*, pp. 2-10
- *Extending Horizons: Student Paths to Employment*, pp. 1-8 and 57-58
- *Extending Horizons: IEP Planning*, pp. 1-9

It is quite important that one not only knows the legislation relating to one's roles, but also is able to apply what one knows in the appropriate manner. The legislation affects the lives and behaviors of persons, such as the

- handicapped student and citizen;
- educators;
- nonhandicapped citizens;
- employers; and
- employees.

For purposes of providing support team services for handicapped youth in their transition from vocational education programs to work, knowing and understanding the legislation and its regulations are essential. As team members, involvement may include

- providing support for a handicapped student in a program area not previously accessible or available to a person with that particular special need;
- recruiting as an employer for qualified individuals;

- assisting in making accommodations at a site to enable an individual to function at his or her potential; or
- placing a student or client where capabilities and interests match the work and qualifications required.

Regardless of the unique role assumed by each support team member, all should know general information about major legislation for handicapped persons at federal and state levels. Major federal legislation is outlined on pp. 88-91. Additional detailed information about nondiscriminatory procedures is found on pp. 92-102. A Checklist of Fundamental Principles of Justice is presented on pp. 103-104, for those who may wish to ensure that their procedures are meeting due process requirements that protect handicapped persons and their parents.

State legislation for rehabilitation services is usually compatible with federal law and regulations; however, state statutes may include certain compliance factors which differ. For example, a state law may require compliance of employers of four or more employees in addition to compliance of those receiving $2,500 or more of federal funds.

NOTE: Field coordinators must seek and provide appropriate state statute information for participants.

Content—Implications and Applications

Awareness of and sensitivity to the needs, concerns, and problems of handicapped persons require much more skill, experience, and knowledge than just a general understanding of major legislation. It is important that one first thinks of and deals with individuals as people in general (see figure 6).

COMMON DIFFERENCES AMONG ALL PEOPLE

- We do not all look alike.
- We do not all speak alike.
- Our personalities vary.
- We have/hold individual attitudes and values.

Question: On the basis of the above differences, do we immediately classify/categorize people and treat persons of each category in a particular way?

Answer: No, because those differences among persons do not fall into neat, single categories.

Figure 6. Characteristics/differences of individuals

One should, therefore, interact with a person who is handicapped with the sensitivity with which one normally interacts with anyone, recognizing that all persons are unique. Similarly, when relating to handicapped persons, there may be visible and invisible differences. One's obligation, therefore, is to relate to all individuals as persons with unique characteristics and capabilities.

Everyone's goal in life should be to extend and to enhance individual differences and to respect differences among all persons. As is frequently pointed out, the barrier to an individual's functioning to potential capacity may be that of the environment or those persons relating to the individual rather than that of the individual. The following case illustrates the need for sharpening sensitivity to and increasing awareness of everyone as education and work are made accessible to all.

> **Case Circumstances:** A person is in a wheelchair and has all of the qualifications required for a given job (that is, a master's degree in accounting and five years of successful work experience in accounting). This individual's application is ranked first among all applications received for the vacant accounting position. Upon reporting for the interview for the position, it is learned that the office where the job is performed is on the fourth floor of a building with no ramps and no elevators.
>
> **Analysis of Case:** At that point, the applicant is considered handicapped. Why? A physical barrier of the environment deters the qualified person from being able to perform the work unless "reasonable accommodation" is made. The applicant has a disability but it is not related to the requirements of the job.
>
> **Reasonable Accommodation:** If rearrangement of the work place is made without burdening the employer financially or limiting business operation and function, then the applicant continues to be disabled but is not handicapped in the sense of working.

The intent of the legislation is equal opportunity in and accessibility to education, work, and life for all persons.

The preceding example illustrates how both the applicant for a job and the employer have responsibility for making work accessible. The disabled person can and should inquire when making an appointment as to the accessibility of the interview place. Even if the applicant has not informed the employer that there are special supports necessary for an interview, the employer should be certain that the place of the interview is accessible. Many employers will ask on the application form if there are special considerations needed to perform the job. An applicant is not legally required to respond to that question unless the support is necessary to perform the job.

Reluctance to become involved with handicapped persons in education and in work is frequently a matter of lack of knowledge of, understanding of, and experience with handicapped individuals. Also, misunderstandings and misinterpretations of behaviors and physical characteristics of disabled persons, as well as many myths regarding them, are frequently deterrents to the involvement of handicapped persons in the mainstream of society. With the increased experience of nonhandicapped persons with handicapped persons in addressing common interests come increased awareness and improved understanding among all. Isolation is not an answer to meeting the needs of handicapped persons. Involvement and integration of handicapped individuals with nonhandicapped persons as appropriate lead to a clarification of facts and understandings among all persons.

Resource Information and Related Services

Resource information and related services are identified in the session plan and its description. Several model resources already pointed out are those listed as "Ready References," p. 75, and the additional items referred to in the Content sections. The field coordinator is encouraged to utilize appropriate sources locally available also, particularly those which have proven effective in meeting local needs.

Session Description and Plan

The following plans are included for your review and implementation. Alternative or optional approaches are given also, in case you find it necessary to substitute activities in part or wholly within this plan. The plan recommended is an inservice for the school-community support persons described on p. 20.

This session is planned in two parts to deliver on the two objectives identified, as shown in the following Inservice Session Plan Outline. The first part of the session includes opening remarks by the field coordinator, introductions of guests and special program leaders for the session, and welcoming the participants. It is important that the field coordinator also provide for participants an overview of what will occur throughout the session.

Part I. Role Play

In introducing the session on "What Is Your LQ (Legislative Quotient)?" you will want to clarify that the volunteers who have agreed to role play a situation will dramatize their interactions spontaneously, each having a very general written description of a problem or situation and their title role to be carried out. Before this inservice is conducted, ask all participants to study the Major Federal Legislation materials, pp. 89-91. In selecting persons for the role play, ask a hearing impaired person to take the role of the student and a rehabilitation counselor (or someone who has knowledge of the regulations and laws that are pertinent) to take the role of counselor. If no one in the large group can take either role, seek persons outside present model participants. It is very important that the person leading the role play experience should

- Provide players three to five minutes to talk together about things they will plan to say.
- Explain to the remainder of the group (observers of the role play) their responsibility for analysis of the role play.
- Cut the role play at an appropriate time. (Usual length for role play should not exceed three to eight minutes. Be sure to end at a point which is fairly exciting after feelings and issues have been exhibited.)

The Role Play materials (pp. 105-106) should be given to those participants agreeing to role play. It is suggested that the roles and directions for each person who is role playing be duplicated and distributed. The information provided for each person will be different. Role players should be reminded not to share with one another any of the information provided except the role. The reason for all role players not to know every detail of every role in advance is so that the role play session is natural and spontaneous—not contrived to the point of seeming to be rehearsed. Role players are encouraged to portray additional characteristics that are realistic for this situation.

LEGISLATION AND AWARENESS
INSERVICE SESSION PLAN OUTLINE

Objectives	Agenda	Resources/Activities	Space(s)/Furniture
Increase participant awareness and knowledge of legislation relative to persons who are handicapped	Minutes (5) Introductions/Welcome— Field Coordinator (5) Session Overview— Field Coordinator	Review agenda/objectives—given to each participant; project on transparency.	Large group room theatre style.
	PART I (40) What Is Your LQ?— Chairperson Introduction Role Play Role Play Analysis— Panel on Legislation	Arrange in advance for four persons to role play. Give role play written directions to each participant in role play. Have them meet for 5 minutes to talk about the general direction the role play will take.	Table with four chairs for conference role play—at front of remainder of group or surrounded by other participants.
	(10) Recess		
Increase participant sensitivity to issues and attitudes experienced by handicapped and nonhandicapped persons in their interactions.	PART II (20) "A Different Approach"— Field Coordinator Introduction (10) Analysis—Small Groups (15) Sharing of Small Group Analysis Findings (5) Summary/Closure— Field Coordinator (5) Announcements— Field Coordinator (5) Evaluation of Session— Field Coordinator	Film, 16mm, projector, screen. List of questions addressed in small groups.	Dark room for large group—divide into small groups, if appropriate. Otherwise, small groups will have to move to assigned small rooms, then move back to large group session room.

MODERATOR DIRECTIONS

1. Introduce what is to happen in role play—its purposes, etc.
2. Select participants for roles.
3. Hand out the following role descriptions at the beginning of the session.
4. Provide three minutes for role play participants to discuss in general how they will begin and who will begin.
5. Explain to the remaining participants their roles as observers and as discussants following the end of role playing.
6. Give the signal for role play to begin.
7. Stop the role play after three to eight minutes.
8. Lead the total group in discussion about role play. (See suggested questions, p. 81.)

The Situation

Time and Place: It is 7:30 p.m. in the principal's office. Included in the conference are a hearing impaired student, the parent, the school counselor, and the principal. All are seated at a table and have just completed introductions. The principal states why the meeting has been called. The mother signs to the student the principal's statements. The mother has also asked the group to speak slowly so she can sign to her son.

The moderator gives the signal for beginning the role play activity and the signal for stopping. After requesting the players to stop their discourse, the moderator leads a discussion analysis of the experience. The following are suggested questions for the role play analysis/discussion.

QUESTIONS FOR DISCUSSION OF ROLE PLAY

1. Ask each role player (parent, student, guest, counselor, or administrator) to describe how each felt during the role play.

   -Did each feel good about his or her treatment in the discussion?

   -What did each say that should not have been said?

Open the discussion to both observers and participants.

2. What was said that was not legal and what was said that was legal in terms of the placement ideas discussed?

3. What are responsible alternative solutions to this problem? What is the legal basis for each?

MODERATOR DIRECTION

Give a brief summary of the legal implications of this case and cite references for further information.

Part II. Film/Discussion

Part I has provided for all participants an experience designed to increase their

- awareness of the importance of legislation to handicapped persons;
- knowledge of specific legislation and its interpretation; and
- awareness of individual attitudes which may or may not be consciously demonstrated or experienced.

The film "A Different Approach" logically follows Part I, since it uniquely and humorously depicts the myths held by and attitudes of many citizens about disabled persons.

FIELD COORDINATOR DIRECTIONS

This film should be previewed by you before showing. During your preview, you should keep in mind your participants and prepare your introductory remarks as well as a list of questions for small group discussion. You may wish, in the essence of time, to give a different question or set of questions to each small group. An important outcome of viewing the film is to help viewers understand the attitudes and behaviors of individuals toward handicapped persons and to bring out mistaken understandings.

The film is 22 minutes long (see Film Resource Annotations in the appendix, pp. 85-86). Move the participants directly into small groups for discussion of questions following viewing of the film. You may wish to designate in advance the small group leaders, or you may wish to let each group choose its leader. Remember that you need to allow additional time for each group to choose its leader. Point out to the small groups that someone in each group must record what is discussed in response to the questions posed. The recorder or the leader reports to the entire group a summary of the small group's discussion. If the same questions are used in all of the small groups, then as leaders report, they do not repeat what another group has reported (except to acknowledge that their group also discussed specific matters already reported).

You, the field coordinator, summarize the film viewing and the discussion—relating the summary to the objectives of this session. Remind all participants to remain to complete the short Session Evaluation Form (pp. 107-109). Upon collection of completed forms, the meeting is adjourned.

Optional Approaches

It is recognized that you may wish to select another approach to reach the same objectives for this session. The following are examples of other options for this session.

- **Part I Options**

  1. Role play of a student interview with a prospective employer at a school career night—role players are a student who is nearly finished with his or her vocational education program and the director of personnel of a small business. Design role descriptions so that both correct and improper behaviors, attitudes, and knowledge are displayed during the interview. Analyze/discuss the role play experience.

  2. Conduct a panel comprised of a young handicapped worker who is willing to share his or her actual experiences with school and work placement discrimination; an attorney who identifies the injustices and gives opinions of laws violated; the parent who shares the absence of due process in school placement by school officials; and a panel moderator who summarizes the findings of the case.

- **Part II Options**

  1. "Working on Working" is a 30-minute 16 mm film regarding mainstreaming of secondary-level handicapped students in vocational education.

2. "Taking on Tomorrow" is a 30-minute, 16 mm film regarding mainstreaming of postsecondary-level handicapped students in vocational education.

Procedures similar to those outlined for the film "A Different Approach" will be used in showing either of these films (see Film Resource Annotations in the appendix, pp. 85-86). Of course, the content of both films differs from that of the film entitled "A Different Approach." All of these films demonstrate well the sensitivity and awareness important to understand in working with handicapped youth in school and in preparing for work.

APPENDIX

APPENDIX

FILM RESOURCE ANNOTATIONS

"Access" - Highlights two individuals in mid-life who have managed to overcome their handicap. They speak of the complex physical and emotional problems they encountered in their transition from totally disabled to contributing members of society. The film won first prize in the 1978 International Rehabilitation Film Festival. Suitable for all audiences. 1977. 23 minutes, 16 mm. Polymorph Films. Postsecondary.

"A Different Approach" - A very unique, humorous film depicting the different approaches used to reach employers about hiring disabled persons. Created and written by Jim Belcher, a free lance writer for "Chico and the Man" and other shows. Directed by Fern Field, formerly with the "Maude Show." Cameo appearances by many film and television celebrities. The film has won many awards including the Cindy Award from the Information Film Producers of America. 1978. 22 minutes, 16 mm. The South Bay Mayor's Committee on Employment of the Handicapped, 2409 N. Sepulveda Blvd., Suite 202, Manhattan Beach, CA 90266, (213) 545-4596. Postsecondary. Used in Project Transition.

Career Directions Program - A series of five learning resource packets concerning various aspects of getting and keeping jobs. Includes cassettes, records, filmstrips, and/or 35 mm films. A booklet of readings and activities is included with each unit. Changing Times Education Service, 1729 H Street, N.W., Washington, DC 20006. 1976. Postsecondary, secondary. Used in Project Transition.

"Come Work With Us" - Acquaints employers with the major aspects of hiring the handicapped and working with vocational rehabilitation agencies. 1977. 20 minutes, 16 mm. West Virginia Research and Training Center. Postsecondary. Used in Project Tansition.

"First Encounters" - Presents a dramatization of an initial encounter between a physically disabled person and nondisabled people in a work-related situation, followed by discussion between disabled and nondisabled persons concerning opinions on the issue. 1979. 24 minutes, 16 mm. Postsecondary. Used in Project Transition.

"If a Boy Can't Learn" - This is a story of a boy, Mike, 17 years old, with a learning disability. He is of normal intelligence, but he can't read and can't do math. He has been "passed along" through school. He entered high school without graduating from elementary school. He has been a displinary problem as well as a teaching challenge. 28 minutes, 16 mm. Lawren Productions, Inc., P.O. Box 666, Mendocino, CA 94560. Secondary.

"Images of Epilepsy" - An elementary school boy, a junior high girl, and a high school boy all have epilepsy. In making self-portrait films, they express their feelings about dealing with the condition. Each child has a different type of epilepsy, and the film shows each of them experiencing a seizure. 16 mm. Colorado Epilepsy Association, 1835 Gaylord Street, Denver, CO 80206. Secondary.

Individualized Education Programs (IEPs): A Filmstrip/Audio Tape for Vocational Educators. An overview of the individualized education program (IEP) process. A 12-minute presentation which is useful to use for purposes of discussing utilization of the IEP. The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210. Secondary.

"Like Other People" - Explores the emotional, sexual, and social needs of the adult physically handicapped. 29 minutes, 16 mm. Postsecondary. Used in Project Transition.

"Taking On Tomorrow" - Offers an overview of employability for handicapped students through vocational programs at community colleges, junior colleges, and vocational/technical institutions. 30 minutes. "Taking on Tomorrow" is available as a film (order A02904); or videocassette (order A02904); from the National Audiovisual Center (GSA), Attn: Order Section, Washington, DC 20409. The *Taking on Tomorrow* book is available from National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210. Postsecondary. Used in Project Transition.

"Vision in Productivity" - Encourages the hiring of blind people into a variety of professional, business and industry positions for which they are qualified; addresses adaptations needed. 19 minutes, 16 mm. Postsecondary. Used in Project Transition.

"Walk Awhile in My Shoes" - Examines the world of mobility through the eyes of three handicapped people; transportation problems explored. 1977. 27 minutes, 16 mm. Transportation Development Agency, Transport Canada. Postsecondary. Used in Project Transition.

"What Do You Do When You See a Blind Person?" - Presents an overview of how to act or react with a blind person. 13.5 minutes, 16 mm. American Foundation for the Blind Film Library, Public Eduation Division, 15 W. 16th Street, New York, NY 10011. Postsecondary. Used in Project Transition.

"Working on Working" - "Working on Working" is about the people in secondary-level vocational education who make mainstreaming work—teachers, school board members, administrators, students, parents, and employers. Their commitment and hard work are helping handicapped young people on the road to independence, productivity, and self-respect. 30 minutes. Sixteen-millimeter prints of the film "Working on Working" (A02631) are available from the National Audiovisual Center (GSA), Attn: Order Section, Washington, DC 20409. You can also call (301) 763-1891. If you'd prefer a videocassette copy, ask for Order no. A02632. The book *Working on Working* (order SN24) is available from the National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210. Secondary.

NOTES FOR PLANNING

Session Plan Sections	No Change Needed	Ideas for Change	Why Alter	How to Alter
A. Content				
B. Resource Information & Related Services				
C. Session Description & Plan: 1. Objectives				
2. Agenda				
3. Resources/ Activities				
4. Space(s)/ Furniture				
5. Optional Approaches				
6. Summary/ Closure				
7. Evaluation				
8. Assignment				

PLANNING SHEET (SPECIFIC/FINAL)

Topic ______________________ Date ______________________

Objectives	(Time) Agenda (Who)	Resources/ Activities	Space(s)/ Furniture/Person Responsible

MAJOR FEDERAL LEGISLATION

Public Law Number	Act	Regulations
P.L. 93-112 Section 504	The Rehabilitation Act of 1973	• Prohibits discrimination against handicapped persons in all federally assisted programs and activities • Requires recipients of federal funds to provide handicapped citizens equal opportunities in employment, health, education, and social service programs • Prohibits discriminatory actions, such as – denying qualified handicapped persons equal opportunities to participate in or benefit from a program or activity solely on the basis of handicap; – providing aids, benefits, or services unequal to those provided nonhandicapped persons; – providing aids, benefits, or services less effective than those for nonhandicapped persons; – providing different or separate aids, benefits, or services unless needed to provide equal opportunities; – limiting a handicapped individual's enjoyment of any aid, benefit, or social service that nonhandicapped persons enjoy; and – denying handicapped persons participation in regular programs or activities because special programs/activities are available. • Regulates/limits/terminates federal financial assistance for noncompliance with Section 504

MAJOR FEDERAL LEGISLATION—continued

Public Law Nuber	Act	Regulations
P.L. 94-142	Education for All Handicapped Children Act of 1975	• Mandates publicly supported education for all handicapped children, ages three through twenty-one, as of 1980 • Requires school officals to provide an individualized education program (IEP) for each handicapped child. IEP is to be written and result from a meeting including a representative of the local education agency (other than a teacher) who is qualified to supervise the provision of specifically designed instruction to meet the unique needs of the handicapped child, the teacher, and parents or guardian. The written statement shall include – present level of educational performance; – statement of annual goals; – short-term instructional objectives; – statement of specific educational services to the child and extent to which child can participate in regular educational programs; – date of initiation of services and anticipated duration of services; and – evaluation procedures to determine whether instructional objectives have been achieved. • Requires that each state agency ensure that each public agency establishes and implements procedural safeguards. Such safeguards include the right to – notice – hearing – personal presence – counsel – raise issues

MAJOR FEDERAL LEGISLATION—continued

Public Law Nuber	Act	Regulations
P.L. 94-142 (continued)	Education for All Handicapped Children Act of 1975	– protection against arbitrary rulings and the right to fairness and impartiality – hearing time – proof of damages – introduce evidence – hearing before a tribunal of jurisdiction – opportunity to examine records – know child's status during proceedings – surrogate parents – independent evaluation
P.L. 94-482	Education Amendments of 1976–Vocational Education	• Designates funds for handicapped persons. Such designation requires that – 10 percent of state basic grant and program improvement and supportive services monies must be used for half of the excess costs for vocationally educating handicapped individuals (10 percent set-aside funds require 50 percent matching of state and local funds); – funds set aside must be used where possible to enable handicapped persons to participate in regular vocational education programs; and – fund usage must parallel the state's annual and five-year plans.

NONDISCRIMINATION PROVISIONS* OF THE HEW SECTION 504 REGULATIONS

Definition: Qualified Handicapped Person—Section 84.3

"1) With respect to employment—a handicapped person, who, with reasonable accommodation, can perform the essential functions of the job . . .

2) With respect to public preschool, elementary, secondary, or adult educational services—a handicapped person of an age during which nonhandicapped persons are provided such services, or of an age during which it is mandatory under state law to provide such services to handicapped persons, or to whom a state is required . . . under Section 612 of the Education of the Handicapped Act, and

3) With respect to postsecondary and vocational education services—a handicapped person who meets the academic and technical standards requisite to admission . . ."

- With regard to employment, the term "essential functions" is used in order to emphasize that handicapped persons should not be disqualified simply because they have difficulty performing tasks that are only marginally related to a particular job.
- The term "technical standards" of postsecondary education refers to all nonacademic admissions criteria.

General Prohibitions—Section 84.4

Any program or activity which receives federal financial assistance

1) may not exclude qualified handicapped persons from aids, benefits or services;

2) must provide equal opportunity to participate or benefit;

3) must provide services as effective as those provided to the nonhandicapped, and

4) may not provide different or separate services except when necessary to provide equally effective benefits.

- Services need not be identical to those provided to the nonhandicapped, but must be the equivalent to them and must afford an equal opportunity to achieve equal results in the most integrated setting appropriate to the persons "needs."
- Although separate programs may be permissible, qualified handicapped persons must be given the option of participating in regular programs.

---

*Taken from *Amicus*, September, 1977, a publication of the National Center for Law and the Handicapped. Reprinted with permission of the President's Commission on Education of the Handicapped (PCEH), Washington, DC, pp. 23-32.

Remedial Action, Voluntary Action, and Self-Evaluation--Section 84.6

If the Director of OCR finds that a recipient of federal funds has violated Section 504 or the regulations, action is required to remedy the effects of the discrimination.

Grievance Procedures—Section 84.7

Recipients that employ 15 or more persons must adopt a grievance procedure and must designate an individual to be responsible for coordinating compliance efforts.

- Appropriate due process procedures must be followed.
- Grievance procedures do not apply to applicants for employment or for admission to postsecondary educational institutions.
- It is not necessary to exhaust grievance procedures before seeking recourse with HEW.

Inconsistent State Laws—Section 84.10

Compliance with Section 504 is required, despite state or local laws, or practices by particular professions, that limit the eligibility of qualified handicapped persons to receive services or to practice an occupation.

EMPLOYMENT PRACTICES

Discriminatory Practices—Section 84.11

"No qualified handicapped person shall, on the basis of handicap, be subjected to discrimination in employment under any program or activity to which this part applies."

Discrimination is prohibited in:

1) recruitment, advertising, and the processing of applications

2) hiring, alterations in job status, rehiring

3) rates of pay and other forms of compensation

4) job assignments and classifications, lines of progression and seniority

5) leaves of absence and sick leave

6) fringe benefits

7) selection and financial support for training, conferences, and other job related activities, and

8) employer sponsored activities, including social or recreational programs.

- Many recipients who are subject to these regulations receive federal contracts in excess of $25,000 and are therefore subject to Section 503 as well.

- Recipients that also receive assistance under the Education of the Handicapped Act must take positive steps to employ and advance in employment qualified handicapped persons.

Reasonable Accommodation—Section 84.12

A recipient is required to make "reasonable accommodation to the known physical or mental limitations of an otherwise qualified handicapped applicant or employee" unless the accommodation imposes an undue hardship on the operation of its program.

- Examples of reasonable accommodation may include:

  1) modification of work schedules or job restructuring,

  2) physical modifications or office relocation so that facilities are accessible to, and usable by, handicapped persons, or

3) the provision of readers or interpreters.

- The determination of what constitutes undue hardship is based upon the facts of each specific situation. Factors to be considered in such a determination are number of employees, type of facility, size of budget, etc.

Tests and Employment Selection Criteria—Section 84.13

Recipients of federal funds may not use tests or other selection criteria that screen out handicapped persons unless the test score is shown to be related to the particular job in question and alternative tests that do not screen out handicapped persons are not shown by the Director of OCR to be available.

- Tests must measure job performance rather than the individual's ability to see, hear, speak, or perform manual tasks, unless such skills are essential to the job. (For example, an applicant for a research job who has substantial loss of hearing would be severely disadvantaged if given an oral examination but may otherwise be perfectly qualified for the position. The test results, however, would measure the hearing loss rather than ability in job performance.)

Pre-employment Inquiries—Section 84.14

Recipients may not conduct pre-employment medical examinations or make pre-employment inquiries concerning the existence or the nature of, a handicap. Inquiries must only concern an applicant's ability to perform job-related functions.

- For example, an employer may not ask if an applicant is visually impaired but may inquire if the person has a current driver's license (provided that the license is necessary to the job).

- Pre-employment inquiries regarding an applicant's handicap may be made only when remedial action is required or in the event of voluntary or affirmative action efforts. In such cases, the intention of the recipient must be stated in writing or orally, and the recipient must explain that an applicant's response is voluntary and will remain confidential.

- Offers of employment to handicapped persons may be conditioned on the results of medical examinations if they are administered to all entering employees in a nondiscriminatory manner and results are treated confidentially.

NONDISCRIMINATION PROVISIONS OF THE HEW SECTION 504 REGULATIONS—continued

PROGRAM ACCESSIBILITY

Inaccessible Facilities—Section 84.21

No qualified handicapped person may be excluded from federally assisted programs or activities because a recipient's facilities are inaccessible or unusuable.

Existing Facilities—Section 84.22

Recipients shall operate programs and activities so that, when viewed as a whole, they are readily accessible to handicapped persons.

- It is not required that each or every part of an existing facility is accessible or that structural changes be made where other methods are effective in achieving program accessibility. Compliance with this requirement may be achieved in a number of ways; however, priority must be given to methods that will assure the provision of services in the most appropriate integrated setting.

- Suggested methods of compliance:

  1) redesign of equipment

  2) reassignment of classes or other services to accessible buildings

  3) assignment of aides

  4) home visits

- A consortium which establishes the postsecondary education of handicapped students into one accessible institution in a geographical area and allows other colleges and universities to participate in that program, restricts the choice of qualified handicapped persons in the selection of schools, and is therefore discriminatory. Consortia, however, may be formed for the benefit of all students.

- Although a public school district need not make each of its buildings completely accessible, it may not make only one building accessible if it results in the segregation of handicapped students.

- Providers of health, welfare, or other social services with fewer than 15 employees may refer handicapped persons to accessible facilities providing the desired service elsewhere, if the only alternative is a significnt alteration in existing facilities.

NONDISCRIMINATION PROVISIONS OF THE HEW SECTION 504 REGULATIONS—continued

Existing Facilities—Continued

- Time Periods: 1) Compliance with program accessibility is required by August 2, 1977. 2) Where structural changes are necessary, program accessibility must be completed by June 2, 1980. Outside ramps and similar structured additions that can be constructed quickly and economically must be added as expeditiously as possible.

- Procedures must be adopted and implemented for giving notice to interested persons of the existence and location of accessible facilities.

New Construction—Section 84.23

Construction of new facilities, as well as alterations that could affect access to, and use of, existing facilities, must be designed and constructed so that the facility is accessible to, and usable by, handicapped persons.

- Alterations to facilities should provide physical accessibility "to the maximum extent feasible."

- Recipients must comply with the American National Standards Institute, Inc. (ANSI) accessibility standards, entitled "American National Standard Specifications for Making Buildings and Facilities Accessible to, and Usable by, the Physically Handicapped."

- The ANSI standards provide waivers to allow for the use of other methods that are equally effective in providing accessibility; therefore, departures from the ANSI standards are permitted.

PRESCHOOL, ELEMENTARY, AND SECONDARY EDUCATION

Exclusion Illegal Based on Handicap—Section 84.31

No preschool, elementary, secondary, or adult education program receiving or benefitting from federal funds may exclude a child from school on the basis of handicap.

If placement in a regular educational setting cannot be achieved satisfactorily, adequate alternative services must be provided at no additional cost to the child's parents or guardian.

Location and Notification—Section 84.32

Public schools must annually identify and locate handicapped children who are not receiving an education and must notify handicapped children and their parents of the recipient's duty in regard to identification.

Free Appropriate Public Education—Section 84.33

A free appropriate public education must be provided to qualified handicapped persons in each recipient's jurisdiction no later than September 1, 1978.

Appropriate Educational Services—Regular or special education services that will meet the individual needs of each handicapped person as adequately as the needs of nonhandicapped persons are met. Teachers must be trained to instruct students in light of each particular handicap, and appropriate materials and equipment must be available. Implementation of an individualized education program in accordance with P.L. 94-142 satisfies this requirement.

Jurisdiction—Includes both domicile and actual residence.

Free Education—Recipients that do not provide the requisite services or do not provide adequate services must pay for alternate placement which includes tuition expense, transportation, psychological and medical services, and residential care (because of the handicap).

Educational Setting—Section 84.34

Qualified handicapped students must be educated with nonhandicapped persons to the maximum extent appropriate to the students' needs. Nonacademic services (i.e., meals, recess, etc.) must also be provided in as integrated a setting as possible.

- Educational placements should be made as close to the person's home as possible.

- Children in residential settings are to be provided opportunities for participation with nonhandicapped children.

- Separate facilities and services that are necessary for certain handicapped students must be comparable in quality to other facilities and services.

Evaluation and Placement—Section 84.35

Recipients operating public elementary or secondary programs must evaluate each handicapped person believed to need special education services before an educational placement is made and must establish procedures for periodic re-evaluation.

- In order to avoid misclassification or incorrect placement, procedures must ensure that tests and other evaluation materials are valid for specific areas of educational need and results are not distorted by a student's physical impairment.

- Placement decisions are to be made by several persons, including persons who know the child, and must be based upon information from a variety of documented sources which include tests, teacher recommendations, physical condition, background, and adaptive behavior, in order to ensure the most appropriate placement.

Procedural Safeguards—Section 84.36

Due process procedures for parents or guardians with respect to the identification, evaluation, and placement of a handicapped child who may need special services must include: notice, a right to inspect records, an impartial hearing and representation by counsel, and a review procedure.

Nonacademic Services—Section 84.37

Handicapped persons must have an equal opportunity to participate in nonacademic and extracurricular services, including counseling and athletic services, in the most integrated setting appropriate.

- Handicapped students should not receive counseling which restricts their career objectives.

- Separate athletic activities for handicapped persons may be offered only if qualified handicapped students are allowed to compete for teams or participate in regular activities.

POSTSECONDARY EDUCATION

Admissions and Recruitment—Section 84.42

Qualified handicapped persons may not be denied admission or be subjected to discrimination in admission or recruitment to postsecondary education and vocational education programs and activities.

- Quotas of handicapped persons are disallowed.
- Tests may not be used that have a disproportionate, adverse effect on handicapped persons unless the test successfully predicts academic success and other tests with less adverse effects are unavailable.
- Admissions tests must measure aptitude or achievement without distorted results that might occur due to a specific handicapping condition. Predictions of educational success may be based upon first-year grades, with periodic validity studies.
- Admissions tests are to be given in facilities that on the whole are accessible. They must be given as often and in as timely a manner as other tests.
- Inquiries concerning an applicant's handicap may not be made prior to admission unless the recipient is attempting to correct past discrimination or is trying to increase the participation of handicapped persons. Responses are to be given voluntarily and must be kept confidential.
- Inquiries may be made after admission as to handicaps that may require accommodation.

Treatment of Students—Section 84.43

Following admission, qualified handicapped students shall not be excluded from, or subjected to discrimination under, any postsecondary education or extracurricular program of activity or in any specific course of study.

- This requirement includes programs for research, occupational training, counseling, health, financial aid, housing, and insurance, as well as academic programs.
- Equal participation in education programs that are not operated by the recipient must be assured.
- Services must be provided in the most integrated setting appropriate.

Academic Adjustments—Section 84.44

Adjustments must be made in practices or rules that tend to discriminate against students with handicaps; i.e., course substitutions, longer exam times, etc.

- Recipients must ensure that auxiliary aids are provided to handicapped students as necessary for equal participation in programs. Auxiliary aids may include taped texts, interpreters, readers, etc.

Nonacademic Services—Section 84.47

Discrimination is prohibited in physical education and athletics, counseling and placement services and social organizations as discussed in Subpart D, Section 84.37.

HEALTH, WELFARE, AND SOCIAL SERVICES

Social Services—Section 84.52

In providing health, welfare, or other social services, recipients of federal funds may not deny qualified handicapped persons these services or limit their participation in the services.

- Separate services are allowed only where necessary to assure that they are as effective as services provided to others.

- Notice of services and written material concerning waivers of rights or consent to treatment must be available in a form that can be understood by handicapped persons; i.e., Brailled messages, radio-spots, etc.

- Auxiliary aids (Brailled and taped materials, interpreters, etc.) must be provided to persons [with] impaired sensory, manual, or speaking skills by recipients with 15 or more employees or by other recipients specified by the director of OCR.

CHECKLIST OF FUNDAMENTAL PRINCIPLES OF JUSTICE

(Procedural Due Process Requirements of P.L. 94-142)*

The LEA has provided the parents and the students the right to	YES	NO
1. Prior written notice before the local education agency (LEA) proposes/refuses to initiate and change the identification, evaluation, or educational placement of the child or the provision of a free appropriate education.		
Notice to parents must include		
(a) an explanation of procedural safeguards available,		
(b) a description of action proposed or refused, rationale and description of options with rationale,		
(c) a description of evaluation procedures, test record, or report used as basis for proposal or refusal,		
(d) a description of any additional factors relevant,		
(e) written language that is understandable to the general public and provided in the native language of the parent or in mode of communication used by parent (unless not feasible),		
(f) assurance by the local education agency that		
• parent notice is provided by oral translation or by some other means if the native language of the parent is not written language;		
• the parent understands the content of the notice; and		
• there is documentation that the requirements have been met.		
2. Hearing for any proposal or refusal to change conditions of No. 1.		

*American Association of School Administrators, *Public Law 94-142: Special Education in Transition.* Arlington: AASA, 1976, pp. 34-37.

CHECKLIST OF FUNDAMENTAL PRINCIPLES OF JUSTICE—continued

The LEA has provided the parents and the students the right to	YES	NO
3. Personal presence (implicitly understood)		
4. Counsel		
5. Raise issues (implicitly understood)		
6. Protection against arbitrary rulings and the right to fairness and impartiality		
7. A hearing time		
8. Proof of damages		
9. Introduce evidence		
10. Hearing before a tribunal of jurisdiction		
11. Opportunity to examine records		
12. Know child's status during proceedings		
13. Surrogate parents		
14. Independent evaluation		

ROLE PLAY MATERIALS

The Situation

Time and Place

It is 7:30 p.m. in the principal's office. Included in the conference are a hearing impaired student, the parent, the school counselor, and the principal. All are seated at a table and have just completed introductions. The principal states why the meeting has been called. The mother signs to the student the principal's statements. The mother has also asked the group to speak slowly so she can sign to her son.

The following role play materials are to be given to the appropriate individual taking each role. Role players are encouraged to portray additional characteristics that are realistic for this situation.

Role Play Assignments

Student (John Adams): You are hearing impaired, can voice with little success of being understood, and are a transfer student from a secondary school in another state where you were enrolled in horticulture. You have brought with you a copy of your IEP and a letter of introduction from your former horticulture teacher. You have requested that your cumulative record of courses, grades, IEP, and standardized tests be forwarded directly to the school. Your record in horticulture at the previous school has been quite satisfactory. You have brought your mother to this meeting at the request of the school principal and the counselor. You depend mainly on American Sign Language to communicate. You can lip read some words of some persons, if the person speaking to you faces you while speaking.

Parent (Mrs. Adams): You have been asked to come to a special meeting to determine the placement of John. By telephone, you have been informed that John cannot be enrolled in horticulture at the new school. You have come to the meeting prepared to insist that John be provided an interpreter at the expense of the school district. You keep repeating the Public Law 94-142 which guarantees a free public education for all handicapped children, ages 3 through 21. John is just 18. You also do not appreciate having to come to an evening meeting and miss bowling at the club. You expect to sign to John the discussion. You frequently have to interrupt those speaking to remind them to speak slowly enough that you can sign the discussion.

ROLE PLAY MATERIALS—continued

School Counselor (Ms. Terry): You have discussed with the principal before the meeting the fact that John is hearing impaired, and will need to sit at the front of the classroom to lip read. You add that he will need an aide to take notes for him in all his classes. You also indicate that providing an interpreter for his classes would be significant to his success. You have received all John's records from his previous school where he has had both interpreter services and note takers. His grades have all been above average. You are knowledgeable about the law relative to providing supportive services. You are prepared to quote those regulations as they apply.

School Principal (Mr. Angell): You have just spent hours today with the superintendent working on the budget cuts in all areas. You are prepared to insist that John go to the state residential school for completion of his horticulture course, since it already has interpreters for the deaf, and you would have to find interpreter resources. Your school has never before had an interpreter. With the austerity program now publicized in the district, you feel that there should be no question that sending John to the residential school is the best for John and the school district. Your justification is, "After all, the state school has a certified program in horticulture."

SESSION EVALUATION FORM

LEGISLATION AND AWARENESS

Please mark with an "X" the appropriate box in each column.

OCCUPATION

- ☐ Employer
- ☐ Counselor
- ☐ Parent/Spouse/Guardian
- ☐ Teacher
- ☐ Student
- ☐ Other (specify) ____________________

TEAM SUPPORT PERSON ROLE

- ☐ Team Leader
- ☐ Team Participant
- ☐ Group Recorder

The purpose of this evaluation form is to provide information for making improvements in future inservice sessions. Please take the time to consider your responses and write any additional comments you may have in the space provided.

I. Please rate the following statements by placing an "X" in the appropriate box. Use the scale below in rating each statement.

RATING LEGEND

SA – Strongly Agree
A – Agree
D – Disagree
SD – Strongly Disagree
NA – Not Applicable

STATEMENTS	Rating				
	SA	A	D	SD	NA
1. This session has provided me with an overall understanding of "Legislation–What Is Our Role?"					
2. I believe that I now have a good overview and understanding of handicap legislation.					
3. This session has provided me with a clear understanding of the distinction between a disability and a handicap.					

SESSION EVALAUTION FORM—continued

LEGISLATION AND AWARENESS

STATEMENTS	Rating				
	SA	A	D	SD	NA
4. The film, "A Different Approach" demonstrates well the various attitudes and understandings held by individuals in our society toward and about persons who have handicapping conditions.					
5. The discussion of the film was helpful and informative.					
6. This session has increased my sensitivity to and awareness of issues and attitudes encountered by handicapped and nonhandicapped persons in their day-to-day experiences.					
7. The presenters/leaders did a good job.					
8. The knowledge and understanding provided in this session will be especially helpful in my support team role.					

SESSION EVALUATION FORM—continued

LEGISLATION AND AWARENESS

II. Write your answers in the space provided after each question.

1. What did you like best about this inservice session?

2. What did you like least?

3. If you could change anything that happened in this session, what would you change and how?

	What	How
a.		
b.		
c.		

4. Additional comments (write on back if necessary):

INSERVICE SESSION 4
ORIENTING SUPPORT TEAMS FOR IEP DEVELOPMENT

Content

Page

SESSION OVERVIEW 111

Planning Directions 112
Content—Group Process Guidelines 113
Content—Implications of and Application to IEP Process 114
Resource Information and Related Services 115
Session Description and Plan 115
Optional Approaches 119

MASTERS 120

NOTES FOR PLANNING 120
PLANNING SHEET (SPECIFIC/FINAL) 121
DEMOCRATIC PRINCIPLES FOR REVIEW 122
SMALL GROUP LEADER RESPONSIBILITIES 123
SMALL GROUP RECORDER RESPONSIBILITIES 125
RECORDER REPORT FORM 126
ROLE PLAY MATERIALS 127
EFFECTIVE GROUP PROCESS CHECKLIST 129
IEP TEAM LEADER RESPONSIBILITIES 131
QUESTIONS AND TASKS FOR IEP TEAMS 133
TEAM LEADER MEETING CHECKLIST 134
SESSION EVALUATION FORM 136

ORIENTING SUPPORT TEAMS FOR IEP DEVELOPMENT

SESSION OVERVIEW

Estimated Time Requirement:	Maximum of two hours. Plans prepared for block-of-time delivery or two one-hour sessions. Part I is a prerequisite for Part II.
Space Requirement:	A large room to accommodate all participants; also to accommodate division of large group into several small groups. Capability of darkening room to view filmstrip/tape presentation.
Purpose:	Develop understandings of and extend experiences with small group work and IEP requirements.
Objectives:	1. Develop understanding of small group leader responsibilities. 2. Develop understanding of responsibilities of participants in small group experiences. 3. Develop individual and group leadership skills within the small group setting. 4. Enhance professional, personal, and social growth and development through cooperatively seeking solutions to actual problems. 5. Apply group process skills to developing IEPs.
Content:	Guidelines and procedures for effective group process are outlined, including environmental factors conducive to individuals' interacting; problem solving principles; group leadership and followship roles; and principles for effecting change. Resources are provided for becoming informed about IEP development, requirements, and process. Implications of group process skills and roles are applied to the IEP development.
Resource Requirements:	1. This guide, two companion documents of *Extending Horizons* series, and three other resources for developing IEPs are noted in Ready References, p. 115. 2. Master copy materials for handouts and/or transparencies for overhead projection—also Session Evaluation Forms 3. Session Plan Outline 4. Role play materials
Activities:	1. Role play of problem 2. Analysis of feelings by role players 3. Analysis of role play effectiveness or lack of it in small groups 4. Evaluating with group process checklist the effectiveness of your small group session 5. Viewing filmstrip/tape of *Individualized Education Programs (IEPs)* 6. Organizing IEP teams

Planning Directions

As you prepare to conduct Inservice Session 4, Orienting Support Teams for IEP Development, review the prepared session plans discussed in this section. Makes notes of your ideas for change on the Notes for Planning (p. 120).

Rarely does one find a prepared plan that exactly fits all possible sets of individual needs; therefore, it is expected that your review of the prepared plan will be done with the specific needs of your site participants and the local resources in mind. The prepared session plan will have served its purpose if

1. you have changed it for good reason, or

2. you have found it useful.

After completing your review of this session and recording your ideas on the Notes for Planning, compare the notes that you have made with the Inservice Session Plan Outline (p. 116). Prepare your final or modified session outline on the Planning Sheet (Specific/Final) (p. 121) by incorporating the ideas that you have written on the Notes for Planning. If you have suggested *no* changes in the prepared plan, then use the Inservice Session Plan Outline on p. 116.

A NOTE OF CAUTION: If you change the inservice session, you must modify or adapt the Session Evaluation Form (pp. 136-138) to fit any changes.

Content—Group Process Guidelines

It is important to understand and to practice the basic tenets of a democratic philosophy in order to apply principles of the group process effectively. How to be a contributing member in small group work is based upon several democratic principles and values that are listed in Democratic Principles for Review, p. 122.

Group process, too, is implemented because it is the vehicle for integrating democratic theory and practice. The following are principles of democratic group process. Group process, implemented over time

- encourages interaction between and among group members;
- promotes sharing of information and ideas;
- creates a system for bridging and channeling communications between school and community (specifically between education and employment);
- fosters activities to sustain opportunities for group member interaction;
- should modify thinking and behavior of individuals of the group such that a learning environment is established; and
- can develop desirable social skills and human relations.

Training or preparation for the use of group process facilitates its use and enhances its effectiveness.

Guidelines and procedures for the use of group process are outlined so as to be consistent with the general principles of group process already listed.

A. The environment for effective group process should be conducive to sharing of ideas and interaction of all members. Basic requirements for that environment should include

  - a collection of books, computer-accessed information, bulletins, periodicals, audio-visual materials, and the like;
  - ample space to accommodate large and small group activities—always arranged to encourage discussion and to assure adequate visual and hearing communications;
  - varied expertise to open new avenues of thought and action;
  - adequate preparation in understanding and applying group process skills and techniques; and
  - group composition that includes both school and community representation.

B. Problem solving dealing with problems of the individual in the group and with common concerns of the whole group is facilitated through the application of group process skills. Procedures required by the group process for problem solving are

- the clarification of goals and objectives;

- group readiness for determining the type and level of activities selected to resolve problems identified;

- the use of consultants to extend understandings and introduce new or different approaches to problems and concerns; and

- the ongoing evaluation of accomplishments and processes of the group to help in setting new objectives.

C. Effective leadership in group process procedures provides impetus for continuation of the process. That leadership may

- effect change in organizations;

- develop desirable attitudes and understandings among productive group members;

- clarify goals and needs of the individuals as they relate to those of others in the group; and

- provide for changing leadership among members of the group so that all members have the opportunity to experience leadership and followership roles in the group process.

D. The thinking and behavior of individuals in a group may be altered through participation in the group process. Change may occur or be effected in a number of ways:

- reorganization of thinking and behavior of an individual toward one or more problems under consideration by members of the group;

- respect for the individual who sincerely presents arguments for a position not accepted by most members of the group;

- valuing of group process as a tool for problem solving and decision making through participation and involvement;

- effecting changes of social value; e.g., in persons who may alter institutions and procedures over time;

- valuing of action based upon group decision through consensus.

The Masters section contains a list of Small Group Leader Responsibilities, a list of Small Group Recorder Responsibilities, and a Recorder Report Form. These are provided on pp. 123-126 for your use.

Content—Implications of and Application to IEP Process

Implications and applications of the small group process in developing IEPs become explicit and apparent as one becomes familiar with the federal and state requirements involved. Many excellent sources are available to provide basic information about IEP development, requirements, and process. The following listing is suggested for reading in advance of inservices, for use in planning for inservice sessions, and as long-term references.

READY REFERENCES

- *Extending Horizons: Roles of School-Community Support Groups*
- *Extending Horizons: IEP Planning*

Recommended Supplementary References

- *Development of Individualized Education Programs (IEPs) for the Handicapped in Vocational Education*
- *Individualized Education Programs (IEPs): A Handbook for Vocational Educators*
- Filmstrip for Preview by Field Coordinator, *Individualized Education Programs (IEPs)*

You should be familiar with the content of each of the Ready References and assign them or sections of them for reading and reference by participants in a timely fashion.

Resource Information and Related Services

Several valuable resources have already been designated in Ready References. You are also encouraged to utilize appropriate sources locally available, especially those that have proven effective, as well as those of this inservice package. Carefully review the materials in the Masters section, pp. 122-138, to see if any materials can be of use in your planning for this inservice session.

Session Description and Plan

The plans that follow are for your review and utilization. Optional approaches are also provided in case it is necessary to substitute activities in part or wholly. The session plan is an inservice for all school-community support persons, including the students requiring support teams.

As shown in the following Inservice Session Plan Outline, this inservice session is planned in two parts: the first to help participants become knowledgeable about their roles in the small group process and to apply them; and the second to acquaint participants with their roles in the IEP development. The usual preliminaries of opening the session include (1) introductions of guests and group leaders and a welcome to participants and (2) an overview of what will occur during the two-hour session.

ORIENTING SUPPORT TEAMS FOR IEP DEVELOPMENT
INSERVICE SESSION PLAN OUTLINE

Objectives	Agenda	Resources/Activities	Space(s)/Furniture
	Minutes (5) Introductions/Welcome . . . Field Coordinator (5) Session Overview . . . Field Coordinator	Overview of objectives and Agenda for session—copy for each participant plus project a transparency of same on overhead projector.	Large Group Room with theater-style arrangement of chairs.
Develop understanding of • small group leader responsibilities • participant responsibilities in small group experiences • recorder responsibilities Develop individual and group leadership skills within the group setting.	PART I (40) Small Group Responsibilities . . . Team Work . . . Group Process Leader (a) Discussion of Feelings (b) Analysis of Group Process Principles	Handouts • "Living and Learning in a Democratic Setting" • "Small Group Leader Responsibilities" • List of Names for Each SupportTeam Note: Field Coordinator has assigned for study before this session *Extending Horizons: Roles of School-Community Support Groups* • Prepare copy of role play statements for each participant to be handout out in session. See Master Copy Section.	Tables (round preferred) with 8 chairs each—also arranged in same room, if possible. One table and 4 to 7 chairs are placed appropriately in the room to portray a role play meeting.
	(10) Recess		
Enhance professional, personal, and social growth and development through cooperatively seeking solutions to actual problems.	PART II (40) Getting Started with IEP Development . . . Team Leaders	Note: Field Coordinator has assigned for study before this session *Extending Horizons: IEP Planning.* Team Leaders should have also read Ready References on IEPs and previewed filmstrip in package on IEPs.	Same arrangements repeated.
	(10) Schedule for Next Support Team Meeting . . . Team Leaders		
Apply group process skills to developing IEPs.	(10) Evaluation of Session . . . Field Coordinator	Box at doorway for completed evaluation forms.	

Part I. Development of Group Process Skills

The group process leader arranges in advance with four to six persons (e.g., a rehabilitation counselor or a school counselor, the principal/director or vocational education coordinator, a handicapped student, an employer, the vocational teacher, and a parent) to dramatize an impromptu skit demonstrating exaggerated examples of negative and positive group process principles. While the field coordinator introduces guests, welcomes participants, and gives the overview of the session, the group process leader meets briefly with the four to six volunteers for role play of a problem solving situation. See Role Play Materials, pp. 127-128, to be given as appropriate to the volunteer participants. Information and directions for each member of the group will be individualized. Discussion within role guidelines will be impromptu. Each participant is given a small piece of paper describing his or her role in the problem solving discussion.

In addition to receiving a title role and a brief description of that role from the group process leader, each participant within the small group of four to six is instructed by the leader as follows.

INSTRUCTIONS TO ROLE PLAY PARTICIPANTS

1. Read your title and the general description of your role.
2. Take three minutes to think about the kind of person you are to portray.
3. Listen carefully to the instructions given by the leader to you and the description of the situation or problem to be role played.

Your role as group process leader is to describe the following problem to the role play participants.

ROLE PLAY SITUATION

Background Information

Vocational education teachers at the secondary level may teach a full day with limited time during the day for individual conferences with students who may need special help. Many tend to have little time available for planning and often will not stay after school because of union contracts. In rural and in some urban areas where bus transportation is required for many students, the student, too, may have difficulty arranging time after school to remain for special help.

Setting

This problem is being addressed in a conference by the principal or director of the school, the vocational teacher, the counselor, the parent(s), the handicapped student and employer. The meeting has been called by the principal at the insistence of the counselor who is convinced that the student must have special assistance from the instructor to succeed in welding class. Role play begins with principal/director opening the meeting.

You also prepare role play participants further by having them talk together for three to five minutes about general things they will plan to say and how they will begin the role play. You caution role players not to divulge to anyone else in the role play the special information given them on their role descriptions. Players, therefore, know the situation for role play, titles of all players involved in the situation, and the special directions on their individual role descriptions.

After preliminary preparation is carried out by the field coordinator (introductions and overview) and the role players are briefed, the remainder of the inservice participants (observers of role play) are given guidelines for the analysis of it. You signal the role play to start, determine the time to stop it for analysis, and cut it at that appropriate time. (See Moderator Directions given in Inservice Session Number 3, p. 80. See also Role Play Materials, pp. 127-128.) You give the signal to cut the role play three to eight minutes after it has begun. Always try to cut or end the role play at a point when discussion is lively and some rather strong but legitimate feelings have surfaced. It is your responsibility at that point to ask the role players to discuss voluntarily how they felt during the role play.

You ask each team to go to designated tables. (You have previously distributed with the agenda a list of teams and names for each.) An alternative for seating participants in teams is to designate team numbers on each participant name tag; participants are requested to sit at that table which bears the number on the individual's name tag. You ask each team to discuss for 10 minutes the following questions:

1. What were effective points made in the role play?
2. What were ineffective points made in the role play?
3. Was due process provided in this case? Why do you feel it was or was not?
4. Give alternative solutions to this problem.

Ask small group members to review the Effective Group Process Checklist (pp. 129-130) to see which effective principles their group demonstrated or followed. Break for coffee.

Part II. Application of Group Process Skills

The filmstrip "Using the Individualized Education Program (IEP)" is introduced and shown. Following the showing of that filmstrip (12 minutes in length) with synchronized audio cassette tape, you ask teams to organize according to the group process principles or guidelines provided at the end of Part I session. Group leaders and recorders have been designated for the IEP teams and have been given resource materials for review in advance of this session (see pp. 131-135). You ask teams to respond to the Questions and Tasks for IEP Teams found on p. 133. Also find a copy of the Recorder Report Form, p. 126, on which the team recorder keeps a record of the team session.

The group process leader for Part I and the field coordinator for Part II will circulate among small groups to assess progress of IEP teams getting started properly. The field coordinator briefly summarizes the progress of small groups/IEP teams.

Each inservice session participant is asked to evaluate the session by filling out the Session Evaluation Form found on pp. 136-138. Participants are reminded of the next inservice session. Participants are excused as soon as the Session aluation Form is completed and placed where designated.

Optional Approaches

You may wish to select another approach to deliver on the same objectives for this session. The following are examples of other options for the session.

- **Part I Options**

  1. Prepare scripts of do's and don'ts relative to major democratic principles of the group process. Have participants prepared to demonstrate how to carry out the democratic principles appropriately and then demonstrate how not to carry them out. Lead a discussion and analysis of why one should use the democratic approach or principles for effective group work.

  2. Make a total group presentation of guidelines for effective democratic group work and why authority cannot lie with one person, but rather must be inherent in the total group for group process to be effective. Utilize overhead transparencies of the materials on pp. 122-126, as you lecture about group process and democratic principles.

- **Part II Options**

  1. Give a 20-minute presentation about the IEP, its requirements, and the roles of team members in that process. Utilize transparencies to make the presentation. Transparencies can be made of materials provided on pp. 131-135, and in any of the other IEP materials provided. Have teams begin their operation to review existing IEP records and proceed to review objectives, activities, and their status. If no IEP record is available, begin the process from scratch.

  2. Simulate an organizational IEP team meeting. After a 20 to 25-minute demonstration, summarize what was accomplished. Ask observer participants to meet in individual teams to establish their schedule for a follow-through session and to go as far as possible in the remaining time or organize their team for planning annual goals, short-range objectives, and the means for accomplishing the objectives.

You, the field coordinator, are asked to plan carefully the options, if used. It is very important that careful records of planning, implementation, and evaluation of the options are made.

NOTES FOR PLANNING

Session Plan Sections	No Change Needed	Ideas for Change	Why Alter	How to Alter
A. Content				
B. Resource Information & Related Services				
C. Session Description & Plan: 1. Objectives				
2. Agenda				
3. Resources/ Activities				
4. Space(s)/ Furniture				
5. Optional Approaches				
6. Summary/ Closure				
7. Evaluation				
8. Assignment				

PLANNING SHEET (SPECIFIC/FINAL)

Topic ______________________________ Date ______________________________

Objectives	(Time) Agenda (Who)	Resources/ Activities	Space(s)/ Furniture/Person Responsible

DEMOCRATIC PRINCIPLES FOR REVIEW

Living and Learning in a Democratic Setting

Development of the individual (whole person) and of leadership within the social group is an emphasis of democratic theory and process. Among values and principles held in a democratic philosophy are the following:

- **Respect for dignity and worth of the individual**
  Application: One listens and aspires to understand all view points and ideas, yet maintains his or her individual identity with his or her own beliefs. One respects others whose beliefs and values may differ from one's own.

- **Individual rights and responsibilities**
  Application: Every person has the right to speak and to be heard in a group; however, one has that right as long as it does not infringe upon the similar right of others.

  Example: A participant in a group discussion speaks for a fair share of the time available. One is conscious of the needs of others in the group for time to speak and is responsible for helping to share that time equitably with all group members.

- **Proper balance between individual group member independence and the group's common good**
  Application: Individuals form and participate in groups to gain personally from the experience as well as to promote the best interests of the group. For the group process to fulfill its purpose, a balance between those purposes must be maintained. Disintegration of the group and its purpose for existing results from the imbalance between individual and group interests.

- **Freedom to contribute**
  Application: Involvement and participation by all group members are essential ingredients of effective group process.

- **Consensus as method of group decision making**
  Application: Without voting and through careful listening to group discussion of common group concerns, the group leader determines the wishes and decisions of the group. Consensus does not mean that all agree; it means that a common thread of agreement emerges from democratic discussion and deliberation.

- **Leadership as replacement for an authority**
  Application: Authority lies within the group and is exercised only by the group over itself. An individual or sub-group of the group may be delegated leadership responsibilities for the group—that leadership is exercised for the best interests of the group. Delegated leadership or authority for the group may be revoked or changed as the group determines. Democratic group process is exemplary when a group (group process) is self sustaining for extended periods of time.

- **Utilization of varied expertise of individuals within groups**
  Application: Inclusion of experts or consultants, lay persons, and professionals in groups working on common problems and their solutions should enhance and foster personal, social, and professional growth and development. Such a working climate should encourage the application of desirable human relations, creativity, initiative and responsibility, and leadership among members of the group.

SMALL GROUP LEADER RESPONSIBILITIES

Note: Selection of a small group leader may occur prior to the meeting of the group or the group may select its leader, once convened.

1. Clearly state purpose(s) of this session.

2. Introduce all members (use unique approaches for this) at first meeting. Continue this practice at opening of each session as long as needed. Use of standup cards with names on tables in front of each person will facilitate calling persons by name.

3. Arrange seating conducive to ease of seeing and interacting with all members of the group. Depending on purpose, activities, and size of the group, you may arrange seating in a circle of chairs; at tables placed in a square, rectangle, or U shape; or at round tables.

4. Relate the purpose of each session to the previous session, if this session is not the first. It is also helpful to explain the relationship of this session to future ones, if this session is one of several such meetings of this group.

5. Select a recorder. You as leader can request a volunteer or you can appoint a member of the group—distribute group leader and the recorder lists of responsibilities to all group members so that all are aware of those roles.

6. Prepare a list of questions in advance of the meeting for use to

   - start group discussion

   - keep discussion moving, if lull occurs

   - assist in giving direction to discussion.

7. Recognize and give the floor to any member of group who has question(s) or wishes to make a statement.

8. Encourage full participation of all members of the group. Encouragement can be done in a number of ways—

   - acknowledging comments from individuals with a smile or a reinforcing statement

   - recognizing persons wishing to talk in the order of their requests, but reserving the privilege of recognizing a person who has not made any comment yet before someone else who may have already spoken. (This can be done very openly and casually by stating the reason it has been done.)

   - Summarizing the discussion periodically, or calling upon a group member to do so, or calling upon the recorder to clarify or summarize discussion.

   - Calling upon members without intimidating them by asking if they have anything they wish to add. Sometimes, the leader's recognition of the person is all that it takes to encourage that person's participation. If the person responds in silence or with a negative gesture, quickly move the discussion forward.

9. Bring closure to session in a timely manner and establish with group its next meeting time and for what purpose, as appropriate.

SMALL GROUP RECORDER RESPONSIBILITIES

1. Record *name*, *session title* or *purpose*, and *date* at the top of the Recorder Report Form.
2. Clearly make notes of items of group discussion. These may be recorded directly on Recorder Report Form, or notes can be made elsewhere and summarized on the form.
3. Review notes orally for the group as requested by the group leader.
4. Write a brief summary of accomplishments/conclusions of small group session in appropriate space of Recorder Report Form.
5. Turn in Recorder Report Form as directed. An oral report of the written report may also be requested to be made to other small groups or a large group.

RECORDER REPORT FORM

Date: ______________________________

Recorder's Name: ______________________________

Session Title/Purpose: ______________________________

Items Discussed:

Summary/Accomplishments/Conclusions:

ROLE PLAY MATERIALS

The Situation

Time and Place

It is 4:30 p.m. in the principal's office. Included in the conference are the student, the school counselor, the principal, and the welding teacher. The parent participates in the conference with the group by telephone. All are seated at a table with a telephone receiver at the ear of the principal; introductions of participants (including the parent on the telephone) have been completed. The principal states why the meeting has been called.

Role Play Assignments

Principal/Director (Mr. Smith): You have just explained that this meeting was called to arrange for special assistance to Henry (the student) who has difficulty in understanding printed materials and especially written directions. You are moderator for the conference. Whenever Henry's mother resists letting Henry stay after school, you remind her that the teacher has no other free time to help Henry . . . and you ask, "Do you want Henry to fail?"

Student (Henry Pilot): You are enrolled in Mr. Torrence's welding class. Your best friend Tim is also in it. Tim is doing well in the class and you have done average work until lately when Mr. Torrence won't let you work next to Tim. Tim has always helped you in shop to explain directions step-by-step when you have asked him. Now no one dares to talk to anyone except the teacher. Mr. Torrence is always with other students when you need help, so you are way behind with your work. You do not understand why you can't ask other students what to do—after all, when you were in special education you were encouraged to work together on things.

Welding Teacher (Mr. Torrence): You worked competitively in welding for 20 years in industry before you decided to teach welding. You are enrolled in a class two nights a week as part of your program to earn your state certification to be a teacher. You really have very little time in the evening to help students who are having difficulty. You have become aware of Henry's dependence upon Tim to be helped with each step of each shop activity. You also know that in the working world, you must be able to work alone. You can only be paid for your own productivity. You think Henry is lazy and does not pay attention.

Parent (Mrs. Pilot): You and your husband (when he was alive) always helped Henry with everything. You even expected Henry's brother (two years older than Henry) to look after him at school. Henry now goes to vocational school across the city and Henry's brother is married and has other responsibilities. You do babysitting in the evenings to supplement your minimal income from Social Security. Also, full responsibility for Henry and his younger sister, a freshman in high school, is becoming more upsetting to you every day. You ask, "Why am I left alone?"

Counselor (Mr. Adams): You know that Henry has always had difficulty in reading. You have worked with him, tested him, talked with his former special education teachers, and you are convinced that Henry needs some special support from the welding teacher in how directions for shop work are given. You have already suggested some things to try, but of course, you have no authority over the welding teacher, Mr. Torrence. Mr. Torrence has told you each time that you have made a suggestion that Henry is lazy and does not listen.

Employer (Mr. David): You are a friend of the family who has frequently been relied upon to assist since Henry's father died five years ago. You have employed Henry during the past two summers in your business. Since Henry's mother does not drive and since you live near the school, she frequently asks you to represent her in school matters.

EFFECTIVE GROUP PROCESS CHECKLIST

Directions: Based upon what happened in your small group session in Part I, place an "X" in the blank in front of your chosen answer to each question.

___ Yes ___ No 1. Was respect for dignity and worth of the individual shown in the group discussion?

___ Yes ___ No 2. Were individual rights and responsibilities demonstrated?

___ Yes ___ No 3. Was there a proper balance of discussion between individual group members concerns and those addressing common concerns?

___ Yes ___ No 4. Did all members participate?

___ Yes ___ No 5. Was consensus of the group used for decision making?

___ Yes ___ No 6. Did you witness democratic leadership of the group?

___ Yes ___ No 7. Did you witness demonstration of authority by any team members only when the group delegated it?

___ Yes ___ No 8. Was there evidence of effective human relations, creativity, initiative, responsibility, and leadership demonstrated by members of the team?

___ Yes ___ No 9. Did the group leader clearly state the purpose of the small group meeting?

___ Yes ___ No 10. Were all members introduced in the small group?

___ Yes ___ No 11. Was seating arranged effectively for small group work; i.e., was each person able to see the other persons in the group face-to-face?

___ Yes ___ No 12. Were relationships of the present group endeavor linked to the past and to the future?

___ Yes ___ No 13. Was there a recorder taking notes?

___ Yes ___ No 14. Was full participation of all members of the group encouraged?

___ Yes ___ No 15. Did the group leader attempt to get input from all members in a tactful way?

EFFECTIVE GROUP PROCESS CHECKLIST—continued

____Yes ____No 16. Was closure brought to the session?

____Yes ____No 17. Was a time for the next meeting established and the purpose for that meeting clarified?

____Yes ____No 18. Was a recorder selected by the group?

____Yes ____No 19. Did the team leader or any other participants call for clarification of what had been done at the session from the recorder?

____Yes ____No 20. Has the recorder's report been turned in to the field coordinator?

NOTE: Check your answers against Democratic Principles for Review, Small Leader Responsibilities, and Small Group Recorder Responsibilities. Total the number of "YES" responses and you will know how many of the twenty effective group process principles your group demonstrated.

IEP TEAM LEADER RESPONSIBILITIES

During Team Meetings:

1. Review for team members the status of the IEP development, the activities during the last team meeting, and any developments since the last meeting. It is good to involve the handicapped individual in this presentation or status update.
2. Review the items as checked at last meeting on the Team Leader Meeting Checklist.
3. Specify the purpose and objectives of this meeting and lead/facilitate discussion and planning to achieve those goals and objectives.
4. Review the IEP objectives with the group, making any changes needed.
5. Clarify individual team roles based upon the IEP's recorded objectives, tasks, and person responsible for ensuring they are met.
6. Summarize discussion periodically and be certain that all questions are addressed.
7. Plan the agenda/purpose/schedule for the next team meeting with team members present. To illustrate:
   - assign individual tasks;
   - specify time, date, and place;
   - determine cooperatively if outside assistance is needed; and
   - follow through on assigned tasks and plans.
8. Be certain that all team members know how to contact you.
9. Complete the Team Leader Checklist form.

Between Team Meetings:

1. Notify the site/field coordinator of next meeting time. Arrange for place of meeting.
2. Receive calls from those unable to attend next scheduled meetings.
3. Encourage students to call you to give progress reports between meetings.

Miscellaneous Items:

1. Select a backup person as team leader in case of absence.
2. Prepare the backup person for leading the team in absence of team leader.
3. Be certain that minutes of each meeting are kept and shared with team members. Also, update the IEP form at each team meeting.

QUESTIONS AND TASKS FOR IEP TEAMS

1. List the major responsibilities of the IEP team.
2. Ask the student to describe his or her school program, his or her ambitions and interests, what he or she does especially well, and what kind of assistance he or she needs now. (Recorder lists what the student identified.)
3. How do each of you think you can help the student? Discuss the kind of expertise you can bring to assist in the support of the student.
4. If there has been a counselor evaluation [rehabilitation (IWRP), regular requirement as IEP, or other] the counselor or teacher on the team provides an interpretive summary for team members.
5. Based upon initial information shared, begin identification of IEP annual goals and short-range objectives.

TEAM LEADER MEETING CHECKLIST

Date: ______________________________

Leader: ______________________________

Student: ______________________________

Please check each of the following points at the end of your session so that the field coordinator knows the progress made during your individual team meeting. Please return this form to the field coordinator. Thank you!

Yes	No	Partially Completed	
			1. Did you review the activities at and since the last meeting?
			2. Did you specify to all participants the purpose of this session?
			3. Did you review the IEP quarterly objectives?
			4. Did you engage in activities that would help the student progress in achieving one or more quarterly objectives?
			5. Did you make any changes in the IEP? (e.g., noting completion of specific objectives, addition of needed objectives, changes in person responsible, changes in expected date of completion, etc.)
			6. Did you plan an agenda/purpose for a next team meeting?
			7. Did you specify a time, date, and place?
			8. Did you determine if any outside assistance will be needed for that meeting?

TEAM LEADER MEETING CHECKLIST—continued

Comments:

Concerns:

Questions:

SESSION EVALUATION FORM

ORIENTING SUPPORT TEAMS FOR IEP DEVELOPMENT

Please mark with an "X" the appropriate box in each column.

OCCUPATION

☐ Employer
☐ Counselor
☐ Parent/Spouse/Guardian
☐ Teacher
☐ Student
☐ Other (specify) ____________________

TEAM SUPPORT PERSON ROLE

☐ Team Leader
☐ Team Participant
☐ Group Recorder

The purpose of this evaluation form is to provide information for making improvements in future inservice sessions. Please take the time to consider your responses and write any additional comments you may have in the space provided.

I. Please rate the following statements by placing an "X" in the appropriate box. Use the scale below in rating each statement.

RATING LEGEND

SA – Strongly Agree
A – Agree
D – Disagree
SD – Strongly Disagree
NA – Not Applicable

STATEMENTS	Rating				
	SA	A	D	SD	NA
1. This session has provided me with an understanding of group process and its application.					
2. I believe that I can now work effectively in small groups.					
3. I understand for what a group leader is responsible.					

SESSION EVALUATION FORM—continued

ORIENTING SUPPORT TEAMS FOR IEP DEVELOPMENT

STATEMENTS	Rating				
	SA	A	D	SD	NA
4. The filmstrip and audio cassette tape provide a good overview of the requirements of the IEP.					
5. This session has provided me with an understanding of IEP team responsibility.					
6. I believe that I can now work effectively as an IEP team member.					
7. Small group and IEP team discussions were helpful and informative.					
8. The presenters/leaders did a good job.					
9. The information provided in this session and its related materials are invaluable resources to me as a support team member.					
10. The information provided in this session and its related materials are invaluable resources to me as a support team leader.					

SESSION EVALUATION FORM—continued

ORIENTING SUPPORT TEAMS FOR IEP DEVELOPMENT

II. Write your answers in the space provided after each question.

1. What did you like best about this inservice session?

2. What did you like least?

3. If you could change anything that happened in this session, what would you change and how?

What How

a.

b.

c.

4. Additional Comments:

INSERVICE SESSION 5
LEARNING ABOUT EMPLOYMENT SERVICE AGENCIES

Contents

Page

SESSION OVERVIEW 139

Planning Directions 140
Content—Overview of Possible Sources 141
Resource Information and Related Services 144
Session Description and Plan 144
Optional Approaches 145

BIBLIOGRAPHY 148

MASTERS 149

NOTES FOR PLANNING 149
PLANNING SHEET (SPECIFIC/FINAL) 150
IMPORTANT GUIDELINES FOR JOB HUNTING 151
QUESTIONS FOR PANEL MEMBER PREPARATION 152
SMALL GROUP DISCUSSION QUESTIONS 153
RECORDER REPORT FORM 154
SESSION EVALUATION FORM 156

LEARNING ABOUT EMPLOYMENT SERVICE AGENCIES

SESSION OVERVIEW

Estimated Time Requirement:	Maximum of two hours. Plans prepared for block-of-time delivery or two one-hour sessions.
Space Requirement:	One large room to accommodate all participants with table and four chairs for panel and moderator. First hour setup for large group and panel; second hour setup for small working groups in large room or in several small rooms.
Purpose:	Provide information and understanding about local, private, and public employment services for support team members and students (prospective employees).
Objectives:	1. Provide awareness of and knowledge about the types of services provided by various community public and private employment agencies. 2. Develop an awareness of and knowledge about procedural differences among various types of employment service agencies.
Content:	Public and private agency information is described in a general sense. References for study are also included. Importance of field coordinator's becoming fully informed about local employment service agencies is emphasized. Advice and procedures for their use are shared. How to locate resources is described.
Resource Requirements:	1. This guide and selections from four companion documents of the *Extending Horizons* series and other suggested resources for study 2. Master copy materials for handouts and/or transparencies for overhead projection—also Session Evaluation Form. 3. Session plan outline 4. Guidelines and questions for discussion
Activities:	1. Panel presentation by representatives of public and private employment agencies 2. Audience questions asked of panel 3. Small group discussion and analysis of implications of employment services for the handicapped individual and roles of team members in process 4. Dissemination of small group discussions

Planning Directions

As your prepare to conduct Inservice Session 5, Learning about Employment Service Agencies, review the prepared session plans discussed in this section. Make notes of your ideas for change on the Notes for Planning (p. 149).

Rarely does one find a prepared plan that exactly fits all possible sets of individual needs; therefore, it is expected that your review of the prepared plan will be done with the specific needs of your site participants and the local resources in mind. The prepared session plan will have served its purpose if

1. you have changed it for good reason, or
2. you have found it useful.

After completing your review of this session and recording your ideas on the Notes for Planning, compare the notes that you have made with the Inservice Session Plan Outline (p. 146). Prepare your final or modified session outline on the Planning Sheet (Specific/Final) (p. 150) by incorporating the ideas that you have written on the Notes for Planning. If you have suggested *no* changes in the prepared plan, then use the Inservice Session Plan Outline on p. 146.

A NOTE OF CAUTION: If you change the inservice session, you must modify or adapt the Session Evaluation Form (pp. 156-158) to fit any changes.

Content—Overview of Possible Sources

Many students and adults may not realize that there are a number of types of local employment services available to assist one in finding employment in addition to reading want ads and checking the *Yellow Pages* of the telephone directory. Each community will likely have one or more private or public agencies within a reasonable distance—distances vary depending upon whether the community is in a highly or sparsely populated area.

Bureau of Employment Services

Most states will have a publicly funded state bureau of employment services, and its employment service centers are scattered throughout the state. One should check with the closest center to get the name of the person who supervises services for handicapped individuals. You should request in person, by mail, or by telephone, information regarding the kinds of services available from that center. If you work with a student who receives rehabilitation services and/or who receives assistance from a school counselor or teacher, you should be able to get basic information about or the name of a contact person at the employment office.

Employment service centers will usually provide interest and aptitude testing [i.e., the General Aptitude Test Battery (GATB) is commonly administered to determine the status of reading skills, for example. The test is designed to provide assessment of intelligence, verbal, numerical, spatial, form perception, clinical perception, motor coordination, finger dexterity, and manual dexterity]. The GATB instrument is owned by the U.S. Department of Labor and only those successfully completing special training in its use may administer it. One should check the schedule of the local employment service office to find out when it is giving the GATB. Counseling is also provided for those who lack skills required for certain kinds of work. Some persons are job ready and simply need to find out where the possible jobs are. Many more are not job ready, and therefore require assistance through assessment and counseling.

In general, the state employment offices provide job information such as areas of demand and specific job requirements and descriptions; limited testing to ascertain the interests and aptitudes of individuals; contacts with community services for referral purposes when supportive services are needed on the job; contacts with employers regarding placement, adaptations of materials or modifications of equipment and/or facilities; and general counseling regarding completion of applications, job interview characteristics, and appropriate matches between capabilities and interests of the individual and the requirements of specific jobs.

General basic information regarding employment services are provided in this document; additional specific employment services information must be drawn from existing local community resources. General information and background are found in the following:

READY REFERENCES

- *Extending Horizons: Family and Friends*, p. 10
- *Extending Horizons: School and Community Persons*, p. 14
- *Extending Horizons: Employers as Partners*, pp. 6-7 and pp. 14-18
- *Extending Horizons: Student Paths to Employment*, pp. 11-17 and pp. 21-47

You are encouraged to be informed about the sections referenced as well as to direct team members and student/employee candidates to additional sources as appropriate.

Another type of publicly funded agency program is the Urban League's employment placement program for youth and adults. One aspect of this organization's placement programs includes job clinics to assist individuals with job search techniques such as filling out applications, energy conservation, preparing resources, interview skills, and sharing problems and solutions. The following is a brief description of league services.

The Urban League

The Urban League utilizes direct and indirect employer contact. Job developers from the organization who make direct contact with employers to canvass employment openings also help employers understand how jobs may be designed to match the skills of individuals. Indirect contacts are made through follow-up with companies who list openings by mail or by telephone. Originally, Urban League services were identified with providing assistance to minorities. Today, anyone seeking employment qualifies for assistance under the Urban League employment services program.

Several principles which the Urban League emphasizes are found in Important Guidelines for Job Hunting, p. 151. The only requirement for receiving assistance from the Urban League is to be unemployed or underemployed. Services are free to the individual qualifying for the service.

CETA Replacement

The Comprehensive Employment Training Act has expired. CETA is being replaced by a new program authorized under the "Job Training Partnership Act." The intent of this new emphasis on training is to prepare the individual for employment and fiscal independence.

Private Career Placement Services

Private agencies are not dependent upon federal monies; instead, the individual bears the cost of the service or the company seeking an employee pays the placement service fee. Negotiating with a private service usually places no time constraints on services as might be the case with public services. Instead, services are personalized and facilitated by appointment, and wait time for the services is usually very short or nonexistent.

The majority of private service placement requests are from companies rather than from individuals. In order to facilitate the processing of these job requests, career counseling, testing and assessment, career profiling, resume writing, and interviewing are individualized. In addition, some private-pay placement services will arrange a pay plan over time, thus taking into account individual financial constraints. When seeking private placement, the individual needs to inquire about service payment policies or procedures before selecting a private placement service agency. Frequently, the client's choice of such an agency may depend upon whether or not his or her financial resources match the payment policies of the placement service.

Interviews with private employment agencies are usually partially unstructured and follow a format such as (a) introductions and general information, (b) matching skills of the applicant with job requirements set forth, (c) the sharing of information about benefits, salary, time, hours, etc., by a company representative, and (d) interview closure including client questions and/or interaction between prospective employee and employer.

Some extremely important leads for job opportunities result from networking—either through individuals or through placement agency referral. Sources valuable for locating jobs can also be found in the public library, at the local chamber of commerce, in a manufacturer's guide such as R.L. Polk, in *Wall Street Journal* advertisements, and the like.

Employers often phone their requests to placement service agencies. Upon receipt of a request, job order blanks are completed. The jobs usually require specific skills. Since the key to successful placement is matching the skills of the individual to the specific job skills, care is taken in getting correct and specific information about both parties. In times of job supply shortages and increased numbers of job demands, the individual seeking employment is encouraged to be flexible in terms of working conditions such as hours, kinds of work, and salaries. Working successfully for a company over a period of time may offer increased opportunities within the company for advancement whereas seeking advancement from outside the company at this time may only result in rejection. Sometimes opportunities are available through nondirect approaches.

Communications in an interview format are both direct and indirect. The manner of speaking; dress; and the way one relates to the receptionist or secretary of a personnel office as one completes application forms, waits for an evaluation conference, shakes hands, or introduces oneself—all enter into an individual's evaluation, formal and informal. Additional guidelines in communication and applicant preparedness include

- bringing a resume and a high school transcript to the interview
- communicating effectively (trying to speak clearly and correctly)
- showing enthusiasm for the job
- sitting appropriately (no slouching)
- using body language and facial expressions
- knowing what one can do and expressing the same in a convincing manner
- following up after the interview with

  —a letter, thanking the interviewer for time, explaining that the experience was enjoyable and that there is every confidence that the position can be filled by applicant to highest expectations of the employer;

  —a telephone call or letter to express a willingness to supply further information if needed or to return for further interviews;

  —a suggestion to volunteer as an employee for a week or two without pay to demonstrate ability to perform the job.

Summary

It is important to help a prospective employee understand that being open to alternate but related jobs and being flexible in job demands are helpful in gaining employment when there are job shortages. At the same time, it is very important to help the prospective employee understand that one should hold realistic goals and take care to match one's skills and capabilities with the requirements of jobs. Openness simply means being willing to consider the salaries, positions, and locations offered to you even though they may not match exactly the preferences you hold.

The development of self-confidence among prospective employees is an area that often is overlooked as the individual is acquiring occupational skills. Employment services staff recognize the importance of this characteristic in an applicant in gaining entrance to employment as well as in maintaining employment. Support persons should encourage the prospective employee to be assertive, to market oneself well, to pursue leads aggressively for jobs, to follow up leads with friends of friends who are working, and particularly to follow up with contacted employers. Individuals seeking employment must learn to systematically and methodically follow up on the submission of applications and resumes. It is suggested that the applicant call the prospective employer 7 to 10 days after an application has been filed. The call can serve the purpose of inquiring about the receipt of the application and its status in the application screening/assessment process.

Resource Information and Related Services

Resource information and related services are shown in the session plan and description. You as coordinator should identify the local employment services (public and private) in your community and collect information booklets and brochures from each for use by students and/or prospective employees seeking employment. It is important that you make such resources easily available. See also pp. 333-334, Pamela Gillet's *Of Work and Worth*; Robert A Weisgerber and others' *Training the Handicapped for Productive Employment*, pp. 73-75 and pp. 202-203; and pp. 137-142 of *Career Vocational Education for Handicapped Youth* by Sidney Miller and Patrick Schloss.

You as coordinator will want to be apprised of all local, current employment services information. You are encouraged to request that your name be on information mailing lists of local employment agencies, local government agencies, the local chamber of commerce, local service agencies, and churches. The President's Committee on Employment of the Handicapped publishes excellent guidelines in pamphlets and brochures which can be extremely helpful in keeping current information regarding the employment of disabled persons.

Your resource file or library should be open to team leaders, students, and all other team members who need employment service information. Local labor information is also extremely helpful in advising the prospective employee. You will determine when it is important to require study of cited package documents as well as related readings.

Session Description and Plan

These plans are for your review and implementation. Alternative approaches are included if you find it necessary to substitute activities in part or wholly within the overall plan. All school-community support team members should participate in this important session.

As shown in the following Inservice Session Plan Outline, this session is planned as a two-hour session; however, the session can be split into two one-hour sessions. The panel can be reduced to two members—one representative from a public employment agency and one from a private agency. One-half hour would be devoted to opening the session and to hearing two or three panelists; the second hour would include brief introduction and small group work addressing questions prepared in advance and distributed by the field coordinator.

Part I. Panel Presentation

The field coordinator contacts the employment agencies and requests a representative who is knowledgeable about the company services, is a dynamic speaker, and can communicate well with youth and adults from diverse backgrounds and experience. You, the coordinator, mail to the representative of each agency information about the kinds of people who will attend the presentation, the objectives of inservice session, a tentative agenda for the session, and a list of questions to address in preparing for the session. (See the Questions for Panel Member Preparation, p. 152.) Panel members are requested to come to the presentation session 20 minutes early so that the moderator and panel members can meet together and fully understand the procedures for the session. For example, the panel can decide whether its members will answer questions following each presentation or whether audience questions will be posed after all presentations have been given.

Part II. Small Group Work Session

Following a 10-minute break, the large group is changed to a small group arrangement of 5 or 6 participants at each table. Each group is asked to select quickly a group leader and recorder. The group leader and the participants are provided questions to be addressed by the participants (see the Small Group Discussion Questions, p. 153). The recorder writes the group responses on the Recorder Report Form (pp. 154-155). Recorder Report Forms are placed on each table and each table of participants is asked to leave their Session Evaluation Forms (see pp. 156-158) in the box at the exit. The coordinator thanks participants, makes announcements to the large group, and closes the meeting by announcing adjournment as soon as Session Evaluation Forms are completed.

The coordinator synthesizes small group responses reported on recorder reports and disseminates the composite responses to the participants at a later time. The Session Evaluation Forms are analyzed to give direction to the coordinator in planning for future inservice sessions.

Optional Approaches

You may wish to select another approach to achieve the same objectives of this session. The following are suggested options for this session.

- **Part I Options**

  1. Audio tape or video tape responses of two or more representatives of local employment services agencies on site. Play the tapes for support team members and students. Be sure that support services for this viewing are provided for those in need. One representative from an employment service agency will answer general audience questions. Questions specific to an agency will be recorded and team representatives will get answers to the questions and disseminate the answers given later to all team leaders for their team members.

LEARNING ABOUT EMPLOYMENT SERVICE AGENCIES

INSERVICE SESSION PLAN OUTLINE

Objectives	Agenda	Resources/Activities	Space(s)/Furniture
	Minutes (5) Introductions/Welcome—Field Coordinator (5) Overview of Inservice Session—Field Coordinator	Review objectives, agenda, and session procedures.	Space for large group meeting. Arrange central location for panel to present so that each can readily be seen and heard. Include position for interpreter, if needed.
	PART I		
Provide an awareness of and knowledge about the types of services provided through the various community, public and private employment agencies.	(60) Panel Presentation	Plan in advance with panel members.	
	Introduction (Purpose)—Moderator	Explain purpose of panel presentation and guidelines (each panel member makes 10-12 minute statement).	Organize large room so that each panel member has direct communication with participants.
	Public Employment Agencies: Bureau of Employment Services—Supervisor Urban League—Director	Each panel member presents information about employment services of specific agency.	Also arrange room for seating around small tables for 5 or 6 for discussion to follow the panel presentation.
	Private Employment Agency—President		
	(10) Questions Audience	Field audience questions—Moderator	Clarify location of restrooms.
	Coffee Break		
	PART II		
Develop an awareness of and knowledge about procedural differences among various types of employment service agencies.	(30-50) Small Group Discussion and Analysis —Kinds of Services —Which Agency and When —Information Needed from Applicant —Role of Support Team —How to Locate Agencies	Small groups will select a group leader and a recorder. Questions for discussion in small groups are supplied. Group reports are turned in for dissemination to participants at a later time.	Group reports placed on table at exit.
	(5) Session Evaluation	Completed forms are left in box at door.	

2. Set up an employment services fair wherein many different local employment service agencies have their own conference area or cubicle complete with a counselor or spokesperson, brochures, posters, and/or slide/cassette presentations. Each team member is assigned to meet at least two different agencies represented. Each half of the team is assigned to two different cubicles. Team leaders work the schedule out in advance with the field coordinator. Two schedules are run—each is 30 minutes long with a 10-minute intermission between. Teams have planned in advance questions that they wish to ask. Those questions originally planned for the panel presenters could be a beginning list of questions to which more may be added. All participants are encouraged to gather materials such as brochures and pamphlets and agreement forms and to take notes.

- **Part II Options**

1. Following Part I Option 1, support teams (including students) will meet to discuss the audio or video tapes viewed. The same questions discussed in the regular inservice plan may be used by teams for this follow-up session. Teams may also wish to evaluate the use of tapes as a substitute for the face-to-face panel presentation.

2. Following Part I Option 2, teams are convened while fair cubicles are closed; thus, fair presenters have the opportunity to be with groups who visited the cubicle or conference area. One-half hour is scheduled for analysis of the experiences with two agency presentations. The team will list, for reporting purposes, two specific kinds of information of high value from each agency they conferred with. Each team will orally report the information listed by team consensus to the large group.

BIBLIOGRAPHY

Gillet, Pamela. *Of Work and Worth*. Salt Lake City: Olympus Publishing Company, 1981.

Miller, Sidney R., and Schloss, Patrick J. *Career-Vocational Education for Handicapped Youth*. Rockville: Aspen Systems Corporation, 1982.

Weisgerber, Robert A., Dahl, Peter R., and Appleby, Judith A. *Training the Handicapped for Productive Employment*. Rockville: Aspen Systems Corporation, 1980.

NOTES FOR PLANNING

Session Plan Sections	No Change Needed	Ideas for Change	Why Alter	How to Alter
A. Content				
B. Resource Information & Related Services				
C. Session Description & Plan: 1. Objectives				
2. Agenda				
3. Resources/ Activities				
4. Space(s)/ Furniture				
5. Optional Approaches				
6. Summary/ Closure				
7. Evaluation				
8. Assignment				

PLANNING SHEET (SPECIFIC/FINAL)

Topic ____________________ Date ____________________

Objectives	(Time) Agenda (Who)	Resources/ Activities	Space(s)/ Furniture/Person Responsible

IMPORTANT GUIDELINES FOR JOB HUNTING

- Be open and flexible
  - to considering alternatives in salaries and jobs
  - with respect to location (be willing to go where the work is).
- Market yourself by
  - being assertive
  - following through on all contacts promptly and consistently
  - tapping or utilizing the friend at work or the acquaintance who is employed for job information
  - making applications
  - submitting a resume as appropriate
  - following up by telephone to personnel manager to determine that all the information needed is turned in
  - making a good apearance at the interview by
    (1) making positive impressions (conservative dress, manners, and substance);
    (2) being enthusiastic about the work; and
    (3) asking appropriate questions.
- Keep a positive attitude even when rejection letters arrive.
- Approach each application and interview seriously (i.e., knowing that competition is keen in the job market).
- Complete your training/preparation programs—your record of completing training begun is an indicator that "you are a completor" or "one who finishes what is started."
- Strive for satisfactory grades or marks or be prepared to provide a satisfactory reason in the interview for low marks.
- Develop the attitude and expectation that education is lifelong and that at any time it may be necessary to undergo further training or preparation in a world of rapidly changing technologies.

Taken from panel participant presentation for Project Transition on March 8, 1982: by Mr. Robert Bradley, Director of Employment and Training, Columbus Urban League.

QUESTIONS FOR PANEL MEMBER PREPARATION

In order to acquaint students and school-community support team members with the employment services that your agency provides, please prepare a 10-to-12-minute panel presentation which supplies information in answer to the following questions:

1. What specific types of services are provided by your agency?
2. Whom are these services targeted to assist?
3. How and when can an individual access these services?
4. What information is needed from applicants?
5. What advice do you have for the job seeker in a limited job market and tight economy?

SMALL GROUP DISCUSSION QUESTIONS

1. What kinds of services can an individual looking for a job expect to receive from an employment agency? List them.

2. When during the school-to-work transition should an individual looking for a job make contact with and visit an employment agency to initiate one's search?

3. What kinds of information should a person bring to his or her first visit to an employment agency?

4. How can support team members be of assistance to the prospective employee in locating employment resources and analyzing the pros and cons of

   - agency services and contract agreements; and

   - various job opportunities once the agency has been selected?

5. How can one find out about both private and public employment services agencies in the community?

RECORDER REPORT FORM

Questions:	Responses and Why
1. What kinds of services can be expected from an employment agency? List.	1.
2. When during the school-to-work transition should an individual looking for a job make contact with and visit an employment agency to initiate one's search?	2.
3. What kinds of information should a person bring to the first visit to an employment agency.	3.

RECORDER REPORT FORM—continued

Questions:	Responses and Why
4. How can support team members be of assistance to the prospective employee in locating employment resources and in analyzing the pros and cons of – agency services and contract agreements – various job opportunities once the agency has been selected?	4.
5. How can one find out about private and public employment service agencies in the community?	5.

SESSION EVALUATION FORM

LEARNING ABOUT EMPLOYMENT SERVICE AGENCIES

Please mark with an "X" the appropriate box in each column.

OCCUPATION

☐ Employer
☐ Counselor
☐ Parent/Spouse/Guardian
☐ Teacher
☐ Student
☐ Other (specify) ____________________

TEAM SUPPORT PERSON ROLE

☐ Team Leader
☐ Team Participant
☐ Group Recorder

The purpose of this evaluation form is to provide information for making improvements in future inservice sessions. Please take the time to consider your responses and write any additional comments you may have in the space provided.

I. Please rate the following statements by placing an "X" in the appropriate box. Use the scale below in rating each statement.

RATING LEGEND

SA – Strongly Agree
A – Agree
D – Disagree
SD – Strongly Disagree
NA – Not Applicable

STATEMENTS	Rating				
	SA	A	D	SD	NA
1. The objectives for this session were clearly explained.					
2. The objectives as stated for this meeting were achieved.					
3. This session provided useful information.					
4. The speakers gave the information that I needed to know.					

SESSION EVALUATION FORM—continued

LEARNING ABOUT EMPLOYMENT SERVICE AGENCIES

STATEMENTS	Rating				
	SA	A	D	SD	NA
5. I need employment services information which this session did not provide.					
6. Sources for getting additional information about employment services were given in this session.					
7. The materials handed out at this session will help me to get further information.					
8. I need to know the kinds of services that employment agencies provide.					
9. I knew all of the information presented in this meeting before I attended it.					
10. Not enough time was allowed for this session.					
11. Employment service agencies are important to both the employee and the employer.					
12. Small group discussions greatly added to learning the material.					

SESSION EVALUATION FORM—continued

LEARNING ABOUT EMPLOYMENT SERVICE AGENCIES

II. Write your answers in the space provided after each question.

1. What did you like best about this inservice session?

2. What did you like least?

3. If you could change anything that happened in this session, what would you change and how?

What?	How?
a.	
b.	
c.	

4. Additional Comments:

INSERVICE SESSION 6
JOB INTERVIEW DEMONSTRATION AND PRACTICE

Contents

Page

SESSION OVERVIEW 159

- Planning Directions 160
- Content–Interviewing for Jobs 161
- Content–Implications and Applications 161
- Resource Information and Related Services 162
- Session Description and Plan 162
- Optional Approaches 164

MASTERS 165

- NOTES FOR PLANNING 165
- PLANNING SHEET (SPECIFIC/FINAL) 166
- INTERVIEW FRAMEWORK 167
- DEMONSTRATION CRITIQUE FORM 168
- HELPING APPLICANTS TO BE PREPARED FOR INTERVIEW OUTCOMES 169
- INTERVIEW CRITIQUE FORM 170
- SESSION EVALUATION FORM 173

JOB INTERVIEW DEMONSTRATION AND PRACTICE

SESSION OVERVIEW

Estimated Time Requirement:	No maximum. Minimum of two hours. Plans prepared for minimum two-hour block-of-time delivery or two one-hour sessions. Additional practice can be scheduled as needed.
Space Requirement:	One large room for demonstration interview for all participants. A desk or table and two chairs are needed for demonstration interview. Additional table and chair sets are needed for each practice interview group. Elevation is desired for either interview demonstration set or for rows of observers.
Purpose:	Provide support team members and students with (a) an understanding of the importance of interviews in enhancing the opportunity for gaining employment (understanding from both interviewer and interviewee experiences), and (b) the establishment of support team roles
Objectives:	1. Gain firsthand knowledge of interviewer/interviewee skills 2. Develop skills in evaluating interview performance and in giving support to the handicapped person seeking employment.
Content:	General information is given regarding the importance of interview experiences. Stages of the interview procedure are outlined and the roles of support teams for preparing the interviewee for the interview experience are given. General and specific criteria are provided for evaluating both demonstration and practice interviews.
Resource Requirements:	1. This guide and selections from three companion documents of the *Extending Horizons* series; also in local person resources 2. Master copy materials for handouts—also the Session Evaluation Form 3. A session plan outline 4. Guidelines for critiquing the interview and for critiquing the support team role in the process
Activities:	1. Demonstration interview 2. Analysis of demonstration interview 3. Practice interviews 4. Critiques of practice interviews

Planning Directions

As you prepare to conduct Inservice Session 6, Job Interview Demonstration and Practice, review the prepared session plans discussed in this section. Make notes of your ideas for change on the Notes for Planning (p. 165).

Rarely does one find a prepared plan that exactly fits all possible sets of individual needs; therefore, it is expected that your review of the prepared plan will be done with the specific needs of your site participants and the local resources in mind. The prepared session plan will have served its purpose if

1. you have changed it for good reason, or

2. you have found it useful.

After completing your review of this session and recording your ideas on the Notes for Planning, compare the notes that you have made with the Inservice Session Plan Outline (p.163). Prepare your final or modified session outline on the Planning Sheet (Specific/Final) (p.166) by incorporating the ideas that you have written on the Notes for Planning. If you have suggested *no* changes in the prepared plan, then use the Inservice Session Plan Outline on p. 163.

A NOTE OF CAUTION: If you change the inservice session, you must modify or adapt the Session Evaluation Form (pp. 173-175) to fit any changes.

Content—Interviewing for Jobs

Depending upon the current status of the job market, any job applicant is likely to experience varying degrees of concern, anxiety, fear, or lack of confidence in seeking and gaining employment. A job applicant who is handicapped may have such feelings compounded by apparent or invisible handicaps. This individual's feelings are torn between being the recipient of unwarranted discrimination by not refuting during an interview the employer myth that a handicapped person is a liability and being able to discuss openly certain conditions of the work environment which will enhance his or her productivity on the job. To speak or not to speak? When to speak; when not to speak? These are subtleties which handicapped individuals must address daily in order to protect their civil rights.

In any case, one cannot, whether handicapped or nonhandicapped, have too much experience in interviewing for jobs. One can always learn from additional experience if one applies analytical skills each time.

Thus far, you have learned about key legislation and accompanying regulations relative to the rights of handicapped individuals. Also, inservice has been provided in filling out job applications, preparing resumes if appropriate, and writing letters of introduction or application. Upon nearing completion of occupational skill development and upon knowing how to present oneself on paper, the student must learn with support team members' assistance how to present oneself in person to the prospective employer. Basic information regarding how to prepare for the interview experience can be found in the following sources:

READY REFERENCES

- *Extending Horizons: Student Paths to Employment*, pp. 39-54
- *Extending Horizons: Employers as Partners*, pp. 6-17
- *Extending Horizons: School and Community Persons*, pp. 10-14

As field coordinator, you must emphasize with all team members the importance of their (a) roles in providing the student with support throughout this process as well as (b) active involvement in developing analytical skills to evaluate the interview experience in the inservice experience.

Content—Implications and Applications

It is extremely important that you remind all participants to hold realistic expectations of the applicant who is capable yet handicapped, of the employer who may have had little or no direct experience with an individual who is handicapped and what such a person can do, and of employees with limited experiences in relating to persons who are handicapped. Keeping an open mind to the unknown behaviors of others (employers, other employees) may relieve some of the anticipated interviewee stress and provide positive reinforcement that will emanate during the interview experience. Honest appraisal, confidence, and salesmanship of one's capabilities are important guidelines in the interview process.

Resource Information and Related Services

Resource information and related services are identified in the inservice session plan and description. The field coordinator is also encouraged to utilize appropriate sources locally available, such as counselors and career education personnel who work regularly with job-entry skill development.

Session Description and Plan

The plan recommended in the following Inservice Session Plan Outline is prepared to serve all school-community support persons for all student teams. It is subject to your review and decision regarding change or implementation as proposed. Optional approaches are also included if you find it necessary to substitute activities in part or wholly within the plan outlined.

Introductions and an overview of the session including objectives to be reached are included in the opening of this session. The first hour at least should be participated in by all the teams.

Part I. Interview Demonstration

The session leader asks participants to read the one-page Interview Framework sheet on p. 167, in which is outlined the four parts of the interview. The parts or stages are shown on a screen via an overhead projector. The session leader introduces the interviewer and interviewee and sets the stage for the situation interview. If at all possible, the demonstration interview should be videotaped for future demonstration and critique purposes. Following the actual unrehearsed interview, the session leader conducts the interview analysis session. The interviewer and the interviewee first give their evaluations of the experience and suggest changes that should be made. Following completion of the Demonstration Critique Form, p. 168, as outlined and included in the participant handout packet, audience participation is welcomed. During the group discussion, positive and negative interview factors are listed on a chart. Participants are also asked to read the information sheet entitled "Helping Applicants To Be Prepared for Interview Outcomes," p. 169.

Part II. Interview Practice

Plans for this hour have been specifically and carefully made in advance by the field coordinator. Each participant receives a sheet listing members of each interview team, and the location where each team will practice. Teams are made up of a minimum of three persons—interviewer, interviewee, and observer. Interviewers are business or industry types (present or past experience), and each is matched with an interviewee with a preparation and interest in that kind of business or industrial occupation. The interviewees are the handicapped persons in transition from vocational education to work. Observers are included in the team to give an objective critique of the interviewer and the interviewee performance as well as the overall interview experience once it is completed. Ideally, the interview will be videotaped so that the critique made by observers can be referenced to the tape and confirmed for the interviewee and interviewer. In any case, the critique is held and recommendations are made regarding do's and don'ts in interviews. See the Interview Critique Form, pp. 170-172 for interview-critique criteria and notes.

Each participant is asked to complete the Session Evaluation Form, pp. 173-175, and leave it in the box designated for these forms. Announcements are made and the session is adjourned.

JOB INTERVIEW DEMONSTRATION AND PRACTICE

INSERVICE SESSION PLAN OUTLINE

Objectives	Agenda	Resources/Activities	Space(s)/Furniture
	Minutes (5) Introductions/Welcome—Session Leader		Large room to accommodate all students and team members.
	(5) Session Overview—Session Leader	Review agenda, objectives, and session procedures.	
	PART I		
Gain firsthand knowledge of interviewer/interviewee skills.	(30) Interview Demonstration Employer—Interviewer Applicant—Interviewee	Arrange interview presentation so that all can observe and hear the demonstration. Interpreter should be provided for deaf persons. Distribute handouts. Each interviewer and interviewee describe the pluses and minuses of the interview. Members of the audience add their observations. Audience contributes to discussion of how interview could be improved.	Arrange room for video taping if equipment/tape is available. Microphone(s) should be available, if needed. Listing on chart should be made of suggestions from audience for improvement.
	(15) Analysis of Interview—Session Leader and Audience		
	(10) Coffee Break		
	PART II		
Develop skills in evaluating interview performance and in giving support to the handicapped person seeking employment.	(30) Individual Practice Interviews—Each Student	Individual rooms or specific locations in the large meeting room are designated for practice interviews. Field coordinator schedules same for each student. Critiques are completed immediately following practice interviews. An observer or observer team is assigned to each interview. Oral feedback is given regarding how to improve interview.	
	(20) Individual Critiques—Interviewer, Student and Observer		
	(5) Session Evaluation	Complete and leave in box at exit.	

Optional Approaches

Depending upon resources and the time available for planning, you may wish to select another approach to deliver the same objectives. The following approaches are given for that purpose.

- **Part I Options**

  1. A role play of an interview is conducted by one support team for the other teams to observe and analyze. One member of the demonstration support team will serve as the session leader. The session leader will clearly define the procedures for the role play, stop the interview at an appropriate place, and lead the analysis of the demonstration role play. Many of the support materials provided can still be used for this option.

  2. Schedule an actual interview on site for a disabled student. Request permission in advance to videotape the interview. Bring the videotape to the large group for demonstration and critique purposes.

- **Part II Options**

  1. Within each team at a regular support team meeting, have the student interviewed by the employer or another team member. Other team members will observe and critique the interview experience.

  2. Within each team, have the student set up an actual interview with an employer personnel office. Following the interview, the student is asked to describe to his or her support team what happened at the interview. The team leader will get feedback by telephone or in writing about the interview. The team will then assist the student in analyzing the interview experience. It should be noted that the field coordinator would need to enlist the cooperation of each personnel office in advance.

NOTES FOR PLANNING

Session Plan Sections	No Change Needed	Ideas for Change	Why Alter	How to Alter
A. Content				
B. Resource Information & Related Services				
C. Session Description & Plan: 1. Objectives				
2. Agenda				
3. Resources/ Activities				
4. Space(s)/ Furniture				
5. Optional Approaches				
6. Summary/ Closure				
7. Evaluation				
8. Assignment				

PLANNING SHEET (SPECIFIC/FINAL)

Topic

Date

Objectives	(Time) Agenda (Who)	Resources/ Activities	Space(s)/ Furniture/Person Responsible

INTERVIEW FRAMEWORK

1. Establish rapport through
    - relaxation and small talk; and
    - initiation of good communication
2. Share information of mutual interest by
    - communicating personal information and demonstrating self-confidence and resourcefulness; and
    - clarifying the job position and the overall organization of the agency.
3. Assess the "fit" between interviewee qualifications and job requirements (i.e., mutual decision making process of interviewee and interviewer) by
    - focusing the discussion on critical information such as personal goals, work values, and career aspirations; and
    - communicating enthusiasm, independence and interest as appropriate.
4. End the interview by
    - making closing summary remarks;
    - clarifying any needed information;
    - inquiring about next steps in the process; and
    - expressing continued interest or no further interest in the position.

DEMONSTRATION CRITIQUE FORM

1. List the positive and negative outcomes of the interview from three perspectives.

Perspective	Outcomes	
	Positive	Negative
1. Interviewee		
2. Interviewer		
3. Observer		
Summary/ Recommendations		

HELPING APPLICANTS TO BE PREPARED FOR INTERVIEW OUTCOMES

Support team members can assist interviewee

(a) to do his or her best, yet know that he or she is subject to employer judgment and expectations;

(b) to overcome disappointment from not being hired by getting and analyzing helpful information from interviewer and from interviewee;

(c) to persist in improving his or her interview skills and to maintain realistic confidence in what one can do;

(d) with his or her presentation of what he or she can do—such a presentation must both communicate and be convincing;

(e) to postpone informing a prospective employer about a handicap until the interview situation (the timing of providing this information is an individual matter);

(f) in the interview appeal and in making a positive first impression;

(g) to be prepared to deal with taking care of structural barriers, lack of transportation, etc., if hired, and to respond positively to any questions;

(h) in overcoming communications problems; and

(i) in putting the interviewer at ease regarding disfigurements, apparatus, mannerisms, etc.

Many times, the most help that the support team member can give is to help the interviewee anticipate and minimize the impact of the possible reactions, impressions, and barriers demonstrated by the interviewer.

The scene is changing in regard to opening doors to hiring disabled persons—thanks to many role models of successfully employed handicapped persons. Involvement of disabled persons in the least restrictive environment for learning and working makes known firsthand to nondisabled persons the resourcefulness and capabilities of handicapped individuals.

The local employment service considers one of its key responsibilities to be the determination of whether an applicant may need specialized services to be productive at work. They will provide counseling services or will direct the applicant to available services.

INTERVIEW CRITIQUE FORM

	Questions	Comments/Recommendations
___ Yes ___ No	Was good rapport established initially in the interview?	
___ Yes ___ No	Was interview conducted in a relaxed atmosphere?	
___ Yes ___ No	Did communications flow both directions—interviewer to interviewee and interviewee to interviewer?	
___ Yes ___ No	Did it appear that the discussion and sharing of information between interviewer and interviewee were of mutual interest?	
___ Yes ___ No	Did the interviewee appear to be self-confident?	
___ Yes ___ No	Did the interviewer demonstrate confidence in himself or herself?	
___ Yes ___ No	Did any interviewee discussion or response demonstrate a quality of resourcefulness?	
___ Yes ___ No	Did the interviewer clarify the job position description including responsibilities?	

INTERVIEW CRITIQUE FORM—continued

Questions	Comments/Recommendations
___ Yes ___ No Did the interviewer provide a description of the organization of the agency and where this position falls within it?	
___ Yes ___ No Did the interviewer seek information regarding the interviewee's career goals, personal goals, and work values?	
___ Yes ___ No Did the interviewee exhibit enthusiasm, interest, and a stature of independence during the interview?	
___ Yes ___ No Did you as observer sense that both the interviewer and interviewee discussed information which would enable each to assess the "fit" between interviewee qualifications and job requirements?	
___ Yes ___ No Did the interviewer summarize what had been accomplished in the interview?	
___ Yes ___ No Did the interviewer specifically seek questions from the interviewee?	

INTERVIEW CRITIQUE FORM—continued

Questions	Comments/Recommendations
___ Yes ___ No Were "next steps" addressed?	
___ Yes ___ No Were there specific statements made indicating continued interest or no interest in the job near the end of the interview?	
___ Yes ___ No Was attire appropriate for the interview?	
___ Yes ___ No Was speech clear and concise?	
___ Yes ___ No Was body language appropriate? If not, what were distractions?	
___ Yes ___ No Was interviewee well groomed?	

Summary: Complete the statement below by placing an "X" in the appropriate boxes.

My overall evaluation of the

	Excellent	Good	Fair	Poor
Interview:				
Interviewer:				
Interviewee:				

Overall Recommendations:

SESSION EVALUATION FORM

JOB INTERVIEW DEMONSTRATION AND PRACTICE

Please mark with an "X" the appropriate box in each column.

OCCUPATION

☐ Employer
☐ Counselor
☐ Parent/Spouse/Guardian
☐ Teacher
☐ Student
☐ Other (specify) ____________________

TEAM SUPPORT PERSON ROLE

☐ Team Leader
☐ Team Participant
☐ Group Recorder

The purpose of this evaluation form is to provide information for making improvements in future inservice sessions. Please take the time to consider your responses and write any additional comments you may have in the space provided.

I. Please rate the following statements by placing an "X" in the appropriate box. Use the scale below in rating each statement.

RATING LEGEND

SA – Strongly Agree
A – Agree
D – Disagree
SD – Strongly Disagree
NA – Not Applicable

STATEMENTS	Rating				
	SA	A	D	SD	NA
1. This session has provided me with an understanding of the interview process.					
2. I now know what skills are needed for a good interview experience.					
3. I have learned how to evaluate the strengths and weaknesses of an interview.					

SESSION EVALUATION FORM—continued

JOB INTERVIEW DEMONSTRATION AND PRACTICE

STATEMENTS	Rating				
	SA	A	D	SD	NA
4. I have learned about desirable characteristics of the prospective employee.					
5. The comments from the interviewer were helpful in understanding what makes for a successful interview.					
6. The comments from the interviewee helped me to understand the stresses that can be experienced and what steps can be taken to alleviate them in the interview experience.					
7. The demonstration interview was both informative and helpful to me personally.					
8. The interview practice was both informative and helpful to me personally.					
9. This inservice session was well organized.					
10. This inservice session met well its objectives.					

SESSION EVALUATION FORM—continued

JOB INTERVIEW DEMONSTRATION AND PRACTICE

II. Write your answers in the space provided after each question.

1. What did you like best about this inservice session?

   Large group?

   Small group?

2. What did you like least?

   Large group?

   Small group?

3. If you could change anything that happened in this session, what would you change and how?

	What?	How?
a.		
b.		
c.		

4. Additional Comments:

INTRODUCTION TO MINI-WORKSHOPS

Contents

Page

Additional Ideas for Planning Inservice Sessions to Meet Unique Needs 177

Film Schedule 181

INTRODUCTION TO MINI-WORKSHOPS

Additional Ideas for Planning Inservice Sessions to Meet Unique Needs

The preceding Inservice Sessions 1 through 6 provide plans for 12 hours of inservice experiences that are designed to meet the common needs of all support persons and disabled persons. The following materials provide mini-workshop topics identified at one site from the inventories of student needs and support person needs which are unique to some students and some support team persons. Mini-workshops are attended by those perceiving the need to do so. In addition, the topics for the mini-workshops should be identified at each local site, since mini-workshops are designed to meet unique needs of participants. Usually, mini-workshops would begin after some of the regular inservice sessions have been conducted, and would provide specific and individualized assistance to participants. For example, a mini-workshop was held entitled "Do You Know Your Rights" and its speaker was an attorney from the Ohio Legal Rights Commission. That mini-workshop followed the large inservice session for all participants entitled "The Handicap Era—What Is Our Role?"

The following mini-workshops were planned for one local site and are given only as examples. Any mini-workshops for individuals and small groups of participants should be based upon the needs you identify among your participants.

EXAMPLES OF MINI-WORKSHOPS

Title	Description
"Job Interview Demonstration"	Student-employer interviews were demonstrated. An analysis and discussion followed concerning their feelings, concerns, and questions related to job interviews. Students had the opportunity to practice interview situations with employers and other team members who critiqued the interviews and offered suggestions as needed.
"How To Be Who You Are"	Presented by a psychologist, this session focused on ways to use language and body movements to present yourself in the best light, to avoid hiding a disability, and to claim your power. Participants were invited to practice these skills during the session.
"Do You Know Your Rights?"	Presented by an attorney, this session featured an in-depth follow-up of the discussion at the inservice session entitled "The Handicap Era: What is Our Role?" to provide answers to specific questions concerning legal rights and responsibilities.

EXAMPLES OF MINI-WORKSHOPS—continued

"Computer Programming Skills for the Blind"	A demonstration of various equipment adaptations or modifications used by blind programmers was given.
"Adapting and Modifying the Work Site"	A discussion/demonstration of various ways to adapt or modify job requirements, equipment, and the job environment was held.
"Financial Resources"	An information session related to obtaining funding for education/personal needs was provided.
"Your Income Taxes—Why and How Much?"	Films were available, such as "Income Tax Quiz" and "Curious Facts about Money." Also, tax consultants were brought in from private businesses which compute income tax reports. The session included filling out income tax reports of participants.
"Work Habits that Pay Off"	This session encouraged students and support personnel to examine, discuss, and compare work habits essential for success in various jobs. A panel of employers commented on their perspectives in regard to this matter.

The agendas for the mini-workshop entitled "Your Income Taxes—Why and How Much?" are included on the following pages to give an example of sessions conducted at secondary level and at postsecondary level. You will notice that greater assistance and time were planned at the secondary level than at the postsecondary level, and that the determination of session content was based upon needs at each level. Secondary level students were in need of individualized assistance from team members following the presentation, whereas postsecondary-level students were able to proceed with a considerable degree of independence once they had reviewed general information about declaring income.

As field coordinator, you can determine which short sessions or mini-workshop sessions are needed by conducting a needs inventory of both students and support team members. See pp. 12-15 of this inservice guide for needs inventories.

MINI-WORKSHOP AGENDA:
SECONDARY LEVEL

Your Income Taxes—Why and How Much?

Time	Activity
2:00 - 2:05 p.m.	Welcome/introduction of guest speaker (assistant administrator of local income tax business)
2:05 - 2:25 p.m.	Film "Curious Facts About Money!"
2:25 - 2:35 p.m.	Helpful hints students can use to complete their federal and state income tax returns
2:35 - 2:45 p.m.	Question and answer period
2:45 - 3:00 p.m.	Break
3:00 - 3:30 p.m.	Helpful hints support personnel can use to assist students complete their tax returns
3:30 - 3:50 p.m.	Question and answer period Work period to begin completing your income tax returns
3:50 - 4:00 p.m.	Evaluations

……

Objectives

1. To clarify why federal and state income taxes are paid.
2. To obtain the appropriate forms and knowledge to submit your income tax return.
3. To review current tax requirements.
4. To interpret and adapt current tax requirements in order to assist students in completing their tax returns.

MINI—WORKSHOP AGENDA: POSTSECONDARY LEVEL

Your Income Taxes—Why and How Much?

Time	Activity
1:00 - 1:05 p.m.	Welcome/introduction of guest speaker (district tax director of local income tax business)
1:05 - 1:30 p.m.	Film "Income Tax Quiz"
1:30 - 1:45 p.m.	Helpful hints you can use to complete your federal and state income tax returns
1:45 - 1:55 p.m.	Question and answer period
1:55 - 2:00 p.m.	Evaluations

. . . .

Objectives

1. To clarify why federal and state income taxes are paid.
2. To obtain the appropriate forms and knowledge to submit your income tax returns.

Film Schedule

A selected film schedule was set up for voluntary viewing by participants either before or after mini-workshops. Both the mini-workshop schedule and the film schedule were posted and individuals were asked to sign up if they wished to attend or felt that they needed to attend. The following films were shown at one site.

FILM SCHEDULE*

Film	Description
"Taking on Tomorrow"	Offers an overview of employability for handicapped students through vocational programs at community colleges, junior colleges and vocational/technical institutions.
"Come Work With Us"	Acquaints employers with the major aspects of hiring the handicapped and working with vocational rehabilitation agencies.
"First Encounters"	Presents a dramatization of an initial encounter between a physically disabled person and nondisabled people in a work-related situation, followed by a discussion between the disabled and nondisabled persons concerning opinions on the issue.
"Walk Awhile in My Shoes"	Examines the world of mobility through the eyes of three handicapped people. Transportation problems are explored.
"What Do You Do When You See a Blind Person?"	Presents an overview of how to act or react with a blind person.
"Vision in Productivity"	Encourages the hiring of blind people into a variety of professional business and industry positions for which they are qualified. Also addresses adaptations needed.
"Like Other People"	Explores the emotional, sexual, and social needs of the adult physically handicapped.

*Each film is scheduled for the hour before a mini-workshop; please attend whichever films and/or mini-workshops interest you and are relevant to working on the student's team.

Examples of sign-up sheets for the mini-workshops and for the films are shown on pp. 182 and 183. Oftentimes you will find that these topics and films are of interest to school personnel and students who are not regularly involved with this project. Frequently, you may wish to include outsiders interested in the sessions and/or films as long as space permits.

MINI-WORKSHOP SIGN-UP SHEET

Date:	Title:	Description:

Name:

If you would like additional information about this mini-workshop, please call the field coordinator office prior to this session with your questions.

FILM SIGN-UP SHEET

Date:	Title:	Description:

Name:

If you would like additional information about this film, please call the field coordinator office prior to this showing with your questions.

PUBLICATION REPRINT INFORMATION RECORD

The National Center for Research in Vocational Education

CITATION OF WORK: Citations of National Center work should include the copyright notation, the year of copyright, and the reference "Used with permission."

Please return completed form to:

Center Evaluation Team
The National Center for Research
in Vocational Education
1960 Kenny Road
Columbus, Ohio 43210

Thank you for your cooperation.

1. National Center material will be:

   ___ cited or quoted

   ___ duplicated

2. Title of publication or description of context in which material will appear:

   ____

   ____

   ____

3. Contact person:

   Name: ______________ Role: ______________

   Organization: ______________________________

   Address: ______________________________

   City: ______________ State: __________ Zip: __________

   Telephone: (   ) ______________

4. Section/article being copied or duplicated:

   Title: ______________________________

   ____

   Author(s): ______________________________

   Pages __________ through __________ Date: ______________

5. Total number of copies to be distributed (please include projected distribution):

   ____

(OVER)

6. Beginning date of distribution: ____________________

a. Distribution will be:

___Ongoing

___One time only

7. Distribution will be:

___National

___International

___Selective (please list targeted locations)

____________ ____________ ____________

____________ ____________ ____________

8. Targeted organizations to which this reprint will be distributed (check all that apply):

Education Organization or Agency (legislative or administrative):

___International

___National or Regional

___State

___Local or intermediate

Schools:

___Primary or Secondary

___Postsecondary

___University/4-Year College

Dissemination Agencies: ___

Research and Development Organizations:___

Non-Education Public Sector Organizations: ___

Private Sector Organizations: ___

Other (please describe): ____________________

____

9. Targeted audience (check all that apply):

___Administrators

___Teachers/Trainers/Faculty

___Professional/Support Staff

___Students

___Others (please describe): ____________________

____

____

TO ORDER ADDITIONAL COPIES OF THIS PUBLICATION, USE—	ORDER NUMBER	PRICE
• *Extending Horizons: A Resource for Assisting Handicapped Youth in Their Transition from Vocational Education to Employment*	RD 257	$30.00/ set

TO ORDER RELATED PUBLICATIONS, REFER TO—		
• *"It Isn't Easy Being Special"—Let's Help Special Needs Learners: A Resource Guide for Vocational Education Teachers*	RD 184	$ 3.25
• *Another Step Forward* (five-document set)	SN 21	$ 8.25/ set
• *Working on Working*	SN 24	$ 5.50
• *Taking on Tomorrow*	SN 25	$ 2.35
• *Individualized Education Programs (IEPs): A Handbook for Vocational Educators*	IN 188	$ 2.80
• *Individualized Education Programs (IEPs): A Filmstrip/Audiotape for Vocational Educators*	IN 205	$12.00

ORDERING INSTRUCTIONS

To order additional copies, please use order number and title. Orders of $10.00 or less should be prepaid. Make remittance payable to the National Center for Research in Vocational Education. Mail order to:

The National Center for Research
in Vocational Education
National Center Publications, Box F
1960 Kenny Road
Columbus, Ohio 43210–1090

Prices listed are in effect at the time of publication of this book. All prices include postage and handling. Prices are subject to change without notice.

Quantity Discounts

Orders of five (5) or more items, as listed by publication number and title, with a total dollar value for the order of:

$ 50 to $100, the discount is 5%
$101 to $200, the discount is 10%
$201 to $300, the discount is 15%
$301 to $400, the discount is 20%
$401 and above, the discount is 25%

International Orders

All orders, in any amount, from outside the United States and its possessions are to be paid in U.S. currency. Additional postage and handling charges may be added for foreign shipments if necessary.

Extending Horizons: A Resource for Assisting Handicapped Youth in Their Transition from Vocational Education to Employment (includes *Extending Horizons: Inservice Guide for Preparing School-Community Teams* and six companion documents)	RD 257	$30.00/ set

COMPANION DOCUMENTS (additional copies available individually)	**ORDER NUMBER**	**PRICE**
Extending Horizons: **Roles of School-Community Support Groups**	RD 257A	$2.75
Extending Horizons: **Student Paths to Employment**	RD 257B	$2.75
Extending Horizons: **IEP Planning**	RD 257C	$2.75
Extending Horizons: **Family and Friends**	RD 257D	$2.75
Extending Horizons: **Employers as Partners**	RD 257E	$2.75
Extending Horizons: **School and Community Persons**	RD 257F	$2.75

OSU

The Ohio State University